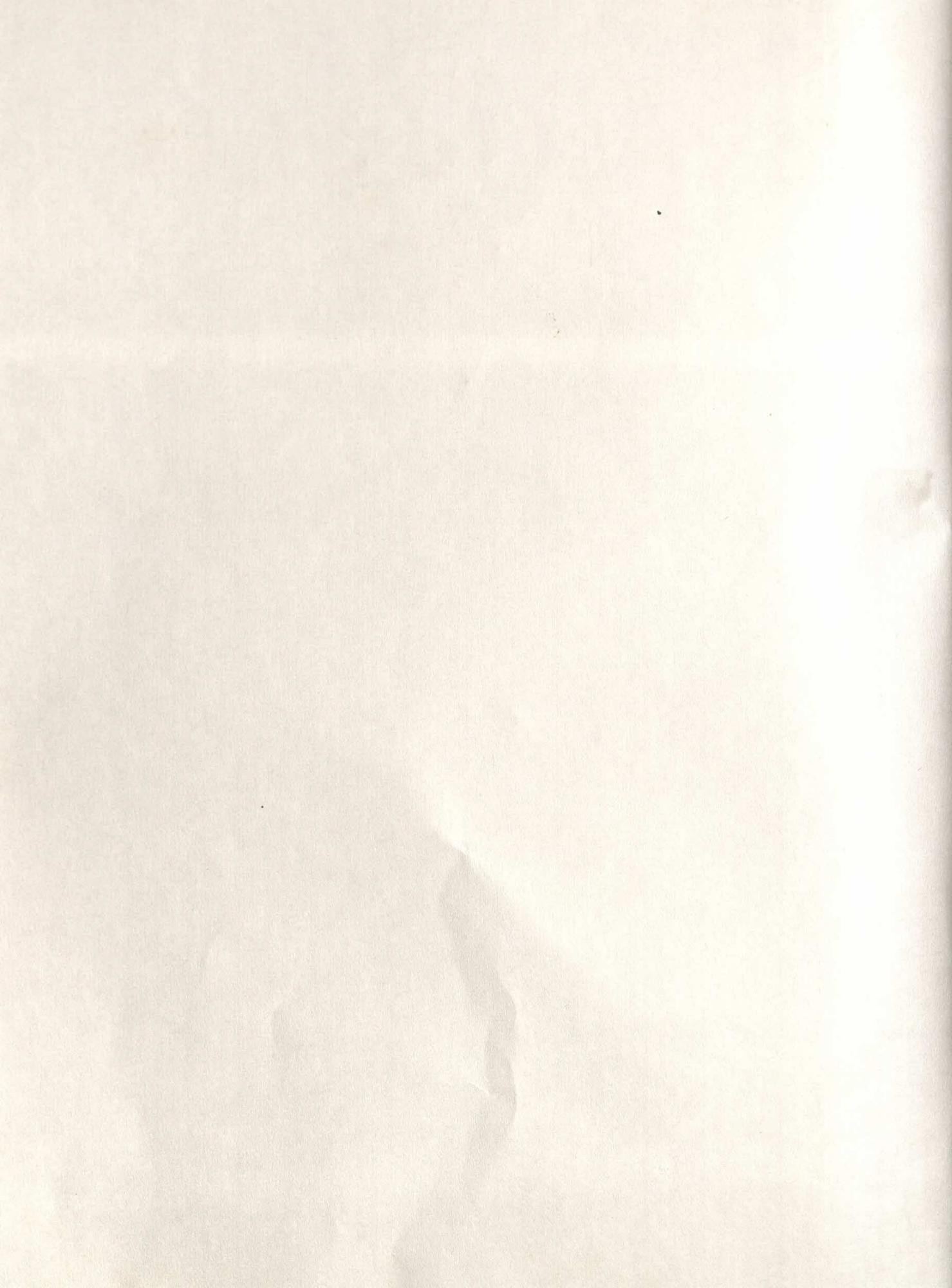


Report of
The School
Education
Committee
West Bengal



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West Bengal

Submitted on

31st December 2002

**OFFICE OF
THE SCHOOL EDUCATION
COMMITTEE**

**25/3, Ballygunge Circular Road,
Kolkata - 700 019**



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REPORT OF THE SCHOOL EDUCATION COMMITTEE

INTRODUCTION

0.1. The School Education Committee was set up by the Government of West Bengal through a Notification [No. 1693-S.E. (S), School Education Department, Secondary Branch, dated the 20th September 2001]. A translated version of the notification, issued in Bengali, is given below.

Incredible changes have been brought about by continual increase in child population, ever-increasing interest of parents in their children's education, unprecedented explosion of knowledge in different branches of contemporary human thoughts and ideas, and unimaginable advancement of Science and Technology. The role of school education is gradually becoming dominant in properly accelerating society's progress, strengthening national integrity, protecting the age-old ideal of secularism, enlivening human value systems and universalising elementary education. It is often alleged that there is lack of coherence among the curricula of different stages and substages of school education. The question of bringing parity of school curricula in West Bengal with those followed in the other states and also in the centrally managed Boards is in no way less important. The Government has considered with due seriousness the need for developing outline of desirable curricula based on a thorough review of the existing school programmes in the light of all relevant matters in the interest of progress of this state. With that purpose the state government has set up a committee with the following members for preparing outline of curriculum for the school level. The composition of West Bengal School Education Committee is :

1.	Prof. Ranju Gopal Mukhopadhyaya Former President, West Bengal Board of Secondary Education Former President, West Bengal Council of Higher Secondary Education Former Vice-Chancellor, University of North Bengal.	Chairman
2.	Prof. Amitava Chattopadhyay Principal, Presidency College, Kolkata	Member

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3.	Dr. Gopa Dutta Principal, Lady Brabourne College, Kolkata	Member
4.	Prof. Sudin Chattopadhyay Former Controller of Examinations, Calcutta University Former President, West Bengal Council of Higher Secondary Education	Member
5.	Head of the Department of Computer Science & Technology Bengal Engineering College (Deemed University) Howrah	Member
6.	Sri Lakshmi Narayan Roy Retired Head Master, Bardhaman Vidyarthi Bhawan Boys' High School, Bardhaman.	Member
7.	Sri Nemai Chand Chakraborty Retired Head Master, Hare School, Kolkata	Member
8.	Dean, Science Faculty, Calcutta University.	Member
9.	Dean, Arts Faculty, Jadavpur University.	Member
10.	Sri Sudhin Paul Teacher, Primary Section, St. Paul's School, Kolkata.	Member
11.	Sri Dhiren Baskey Advisor to the Chairperson, West Bengal Tribal Development Cooperative Corporation.	Member
12.	Prof. (Dr.) Ashru Kumar Sikdar Retired Professor, University of North Bengal	Member

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*13. Md. Refatullah	Member-Secretary
Director, S.C.E.R.T.,	(01.10.2001 to 31.05.2002)
(Retired on 31.05.2002	
14. Dr. Rathindranath De	Member-Secretary
Director, S.C.E.R.T.	(01.06.2002 to 31.12.2002)

(* Prof. Md. Refatullah on his retirement from the post of Director, S.C.E.R.T. automatically ceased to be the Committee's Member-Secretary. This position was taken over by Dr. Rathindranath De, the new Director of S.C.E.R.T. However, Prof Refatullah was later inducted as a member taking the number of members to 14.)

Shri Sparshamony Chattapadhyay, former Vice-Chancellor, B. E. College (Deemed University), will be the Chief Advisor of the Committee.

The Committee's terms of reference shall be :-

1. To ascertain the relation between the curricula followed in this state at the primary, secondary, higher secondary and vocational education and those of other states and the centrally managed education Boards, and recommend desirable reforms, if necessary.
2. To examine whether any incoherence, real or apparent, exists between different stages and sub-stages of school education in this state and opine whether there is justification for making any change.
3. To examine whether there is any difference between the language policy in the curriculum of the other states and that followed in this state and to offer suggestion, if any, in this respect.
4. To present specific recommendation about introduction of computer education at school level in the backdrop of present social system and judging from the angle of our day-to-day way of living.
5. To ascertain the desired place in school curriculum of our emotions and feelings and aesthetic values, health education, games and physical education, and to give necessary suggestions for their implementation.
6. To prepare well-designed proposal for making vocational education fruitful and attractive at different stages of school education, especially from class VIII, class X and class XI.
7. To give clear recommendations for expansion and development of open school system.

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The Committee is given the responsibility and power to give opinion, if necessary, on any other matter relevant for the study and analysis of the issues noted above.

The Committee itself will decide the procedure of work to be adopted by it.

The Committee is requested to judge and review all the matters and submit its report within 6 months from the commencement of its work. The Government is eager to take necessary measures according to the Committee's recommendations from the next academic session, i.e., May 2002. The Committee may submit interim report, if necessary.

By order of the Governor,

Sd/- Nabendralal Basak,

Principal Secretary,

Government of West Bengal

- 0.2. The Committee held its first meeting on 15.10.2001 where the Minister-In-Charge of School Education was kind enough to be present. The members present were glad to know from the M.I.C. himself the purpose behind setting up the Committee.
- 0.3. In this first meeting, the Committee chalked out its work procedure, the major features of which are noted below :
 - a. To collect opinion from interested members of the public through advertisement in newspapers.
 - b. To write to different central organisations of teachers, non-teaching staff and students working at all levels of education in this state, requesting them to send their views on the Committee's terms of reference.
 - c. Seeking the opinions of thinkers, educationists including the members of the State Education Commission (1992), and eminent personalities in different fields in the state.
 - d. Holding discussion with Ministers of those Departments that are related to the Committee's work.
 - e. Collecting relevant information from all the states of the country.
 - f. Visiting a few states of the country that are known to have made notable progress in certain areas of school education.
- 0.4. The Committee has in its work benefited immensely from the wisdom of the earlier Commissions and Committees, especially those headed by Prof. D. S. Kothari, Principal H. B.

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Mazumdar, Dr. Ashok Mitra and Prof. Pabitra Sarkar. The Committee has also consulted the National Curriculum Framework for School Education brought out by the N.C.E.R.T. in November 2000. Frequent references to their observations will be found in our report.

- 0.5. Response from the members of public surpassed our expectations. The Committee received a lot of valuable suggestions and ideas even from apparently obscure corners. A large number of written memoranda was received by the Committee from organisations as well as individuals. After a careful scrutiny of these documents, the Committee decided to invite selected persons and institutions for verbal deposition. The total number of such interviews was 28. Very often these were prolonged, lively sessions in which some members of the Committee also participated. However, the Committee was somewhat disappointed for not getting any response from several persons and organisations to whom letters of request were sent.

The Committee also met some very senior distinguished persons at their residence and benefited from their considered opinions. The Committee had the opportunity of holding discussion with four ministers of the state government. The Committee received a valuable suggestion from Justice K. M. Yusuf, Chairman, West Bengal Minorities' Commission, through the Hon'ble Minister-in-Charge of School Education. All opinions and suggestions received in this process, often mutually conflicting, were duly considered. These have figured in the Committee's deliberations and have been directly or indirectly incorporated in the report as necessary.

- 0.6. On a proposal from the Committee, the Government by a memo No. 704-SE(S)/10M-120/99 dated 11.03.2002, sanctioned an amount of Rs. 10.34 lakh for meeting its expenses. Unfortunately, owing to some procedural bottlenecks, no money was made available to the Committee till June 20 this year when a sum of Rs. 10.00 lakh was received. This delay seriously disrupted the Committee's functioning, especially its plan to visit some other states during the convenient part of the year.
- 0.7. For a number of reasons the Government extended the Committee's tenure upto 30th September, 2002 in the first instance [Memo No. 306-SE (S)] and then again upto December 31st, 2002 [Memo No. 1476-SE (S)/10M-120/99] 23rd October, 2002.
- 0.8. The Committee conducted two limited surveys — one to study the status of computer

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education introduced recently by the Government at the secondary level and the other to obtain first hand information about functioning of the study centres of Rabindra Mukta Vidyalaya (the State Open School). These studies were confined to 6 districts of West Bengal.

- 0.9. In order to collect information about the curricula and syllabi followed in other parts of the country, the Committee had written in October, 2001, letters to the S.C.E.R.T.s, Education Boards and other relevant authorities of all the states requesting them to send relevant papers in this respect. The response to this has been partial and therefore, our information is incomplete.
- 0.10. As a part of its programme separate teams of the Committee members paid visits to 6 states and 2 centrally managed Boards of India. Time constraint stood in the way of going to a few more states. The members were overwhelmed by the warm reception, generous hospitality and unstinted support received from the authorities of all these states. The Committee wants to extend its heart felt thanks to all of them. The Committee considers it a pleasant duty to specially thank the Hon'ble Education Minister of Kerala Sri Nalakat Soopy whom we had the privilege to meet at his residence. The views and information collected during those visits are presented in form of a matrix (Appendix No 7).
- 0.11. The terms of reference do not require the Committee to review the syllabus of any subject at the school level. That need has been obviated by the valuable exercise made by another Committee - generally known as the Comparability Committee - which presented a comprehensive recommendation in this regard in its report submitted to the Govt. in June this year. But in order to facilitate implementation of two new programmes recommended in chapters 3 and 5, the Committee has, with the help of eminent experts in the respective fields, framed model syllabi for the following subjects :
 - a) Bengali - third language for beginners (classes VI to VIII)
 - b) Life Style Education - Class VIIIThe Committee puts on record its profound gratitude to these experts [names mentioned in Appendix-5(A)] for their kind help in this effort.
- 0.12. The Committee held seven meetings, the last one being a three-day session from 21st to 23rd of this month where the draft report was discussed threadbare, finalised and accepted unanimously.

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0.13. The Committee desires to put on record its deep sense of gratitude to all persons who have, through written or verbal deposition, cooperated with it in discharging its onerous duty. The Committee is thankful to the Hon'ble Ministers who were kind enough to spare their valuable time and receive its members in their chamber for discussion. The Committee expresses its deep appreciation of the sincere and diligent services rendered by the Research Assistants namely Smt. Rekha Nariwal (1st October, 2001 to 5th May, 2002.), Smt. Dipannita Sanyal (10th June to 31st December 2002) and Smt. Anita Banerjee (part-time, 10th June to 31st December 2002). Shri Subrata Das Gupta has also done a commendable job in the position of Computer Operator. The Committee thankfully notes the wholehearted support it received from all the members of staff of the S.C.E.R.T. In fact, the total environment presented a picture of excellent team work.

Name of members & the designations for ex-officio members :

0.14. The Chairman of the Committee desires to take this opportunity to profoundly thank all his colleagues in the Committee especially the two Members Secretaries, Prof. Md. Refatullah and then Dr. Rathindranath De.

1.	Prof. Ranju Gopal Mukhopadhyaya Former President, West Bengal Board of Secondary Education Former President, West Bengal Council of Higher Secondary Education Former Vice-Chancellor, University of North Bengal.	Chairman
2.	Prof. Amitava Chattopadhyay Principal, Presidency College, Kolkata	Member
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4.	Prof. Sudin Chattopadhyay Former Controller of Examinations, Calcutta University Former President, West Bengal Council of Higher Secondary Education.	Member

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5.	Prof. P. K. Nandi Head of the Department of Computer Science and Technology Bengal Engineering College, (Deemed University), Howrah.	Member
6.	Sri Lakshmi Narayan Roy Retired Head Master, Bardhaman Vidyarthi Bhawan Boys' High School, Bardhaman.	Member
7.	Sri Nemai Chand Chakraborty Retired Head Master, Hare School, Kolkata	Member
8.	Prof. Pradip Narayan Ghosh (Dean, Science Faculty, Calcutta University)	Member
9.	Prof. Biswajit Chatterjee (Dean, Arts Faculty, Jadavpur University)	Member
10.	Sri Sudhin Paul Teacher, Primary Section, St. Pauls School, Kolkata.	Member
11.	Sri Dhiren Baskey Advisor to the Chairperson, West Bengal Tribal Development Co-operative Corporation.	Member
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14.	Dr. Rathindranath De Director, S.C.E.R.T	Member-Secretary (01.06.2002 to 31.12.2002)

To ascertain the relation between the curricula followed in this state at the primary, secondary, higher secondary and vocational education and those of other states and the centrally managed education Boards, and recommend desirable reforms, if necessary.

(Pages 1 - 13)

CHAPTER - I

Review of Existing Curricula

- 1.1. Since India is one country and the Union Government has the responsibility of developing its human resources, it is but natural that there should be one Indian education system that will make for similar academic standard in all the regions. But our vast country with rich cultural heritage has pronounced dissimilarities in many aspects of social life. We have differences in geographical features, climate, culture, language and literature, ethnic characteristics and even in basic philosophy of life. Our economic conditions are uneven, political orientation is also not the same. Therefore, with so many uncommon components woven deep into the very fabric of the regional ethos of Indians belonging to different constituent states, it is neither desirable nor feasible to bring about an identical education system. In fact, efforts to establish uniformity of standard were made since 1835, but with little success. Giving due recognition to the inevitability of regional variations, the Kothari Commission concluded that 'national standard implies only a minimum below which no state be allowed to fall'. The structure and standards that now prevail aptly reflect our much acclaimed 'unity in diversity'.

- 1.2. In the first National Education Policy (1968) it was admitted that the education system prevailing till then benefited mostly the classes, and not the masses. Again, when preparations were being made to introduce the new structure (10+2+3) of education throughout the country, the then Union Deputy Minister of Education and Social Welfare, Shri D. P. Jadav observed that the prevailing education system "was fashioned primarily to suit the need of the elite, and the socially and economically underprivileged do not get sufficient justice from its working" (Report of the All India Conference of District Education Officers, New Delhi, March 6-8, 1976, p.23). This significant shift in the government's attitude was the result of a realization that there was pressing demand in the society for expansion of opportunity at all levels of education. Urge was felt to restructure the system so as to meet the needs of the people. The declared objective was to use education as an instrument of social change.

1.3. The State Governments were required to implement this new structure by designing suitable curricula and syllabi for the different stages of education. In the field of school education, the NCERT as a nodal agency published the documents "The Curriculum for the Ten Year School - A Framework" in 1975, and "Higher Secondary Education and its Vocationalisation" in 1976. Again, in response to the recommendations of the NPE 1986, the NCERT brought out its next publication, 'The National Curriculum for Elementary and Secondary Education: A Framework' in 1988. Its latest presentation is the National Curriculum Framework For School Education (November 2000). These documents are meant to be models providing guidelines for the authorities in the different states in their curriculum-framing exercise. The states have generally adopted these suggestions with modifications here and there according to their own priorities and judgement. For example, the three-language formula has not been accepted by all the states in the form suggested by the NCERT. While Tamil Nadu follows a two-language policy, in West Bengal the third language is taught only in classes VII and VIII. But never before did the states find any occasion to basically differ with the national framework as in its latest version that seeks to include 'education about religions' in the school curriculum. This proposition has created a sharp division among the states.

Curriculum in West Bengal

1.4. In West Bengal, the major guidelines contained in the national pattern are duly considered. But a broad-based democratic process is followed in finalising the courses. In this chapter the Committee tries to review the existing curricula at the different stages of school education in this state in the national backdrop summarised above.

A. Primary

1.5.1. The existing curriculum at the primary stage was framed by a Committee under the Chairmanship of Shri Himansu Bimal Majumdar, whose report has been commended in academic circles as highly scientific and modern. In preparing its report the Committee had resorted to broad-based exchange of views among teachers and interaction with interested persons and collection of opinions from the people in general through advertisement in the newspapers. The Committee also consulted representatives of the NCERT and reviewed its curriculum along with the curricula followed by several other states. From the very beginning, therefore, the curriculum being followed in this State since 1981 had taken the national perspective into account.

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1.5.2. At the outset, that Committee had taken care to identify the specific objectives of education at the primary stage, graded according to the mental maturation of the children. These were placed in three broad groups: (i) knowledge-based objectives (ii) skill and habit-based objectives and (iii) outlook and attitude - based objectives. The last two decades have witnessed enormous changes in economic, social and cultural scenario throughout the world. Breathtaking advances in science and technology have landed us in a knowledge-based society. The major concerns and priorities of our education system also have undergone significant changes. Where, then, does the two-decades - old curriculum stand?

1.5.3. It is true that no academic programme is permanent. Courses developed in a particular context, however much scientific they may be, should be periodically reviewed and recast to meet the contemporary challenges. New knowledge in science and technology must find its place in the syllabi. While generally agreeing with this contention, the present Committee believes that for the children in the primary schooling age-group (5 to 10 years) the knowledge and skills to be imparted, and the values to be inculcated, are so basic in nature that the curriculum at this level neither requires, nor permits frequent alteration. What is important to remember is that the objectives of education have remained as they were. Only the situation has changed, and changed profoundly, throwing up new opportunities as also new constraints in the way to their attainment.

1.5.4. The members of the present Committee in their visits to different states have found their curriculum for the primary stage to be very similar to ours. The position regarding the second language, where some difference exists, is presented in chapter 3 of this report.

1.5.5. As is well known, one important deviation has so far been made from the Majumdar Committee's recommendations - that is in the field of language formula. In terms of the clear formulation of the Committee, teaching of English as a second language was discontinued at the primary level. According to the Education Commission under the chairmanship of Dr. Asok Mitra, "In effecting this particular change, West Bengal has however merely followed the pattern already established in most other parts of the country". (para 3.2). However, this arrangement based on a "cardinal principle of educational policy" (Mitra Commission, para 6.22) was not taken favourably by a section of people. Their disapproval gradually took the shape of a stormy controversy and public discontent. On the suggestion of the Mitra Commission, English as the compul-

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sory second language was added to the curriculum of class V from the year 1994. Then again a one-man Committee was set up with Prof. Pabitra Sarkar as Chairman to examine the issue of teaching of English at the primary stage. Accepting this Committee's recommendation English as a compulsory second language was introduced from class III from the year 1999. The position obtaining in the other states and our views in this matter are set out in chapter 3.

- 1.5.6. The other point of debate and criticism in the present curriculum is the policy of no detention upto class IV. The position in other states in this regard is given in appendix No.7.
- 1.5.7. **Our views** - At the primary level, no detention is acknowledged as a sound pedagogical principle. But in practice the experience is that a large number of students are found to be grossly underprepared when they join the secondary stage. The reason, as often discussed in academic circles, is the failure to properly conduct continuous and comprehensive evaluation and taking necessary remedial measures. This inability, the Committee realises, is one of the many deficiencies in the teaching-learning situation seen in our primary schools. These, along with the other baneful consequences of this phenomenon have been cogently analysed by the Mitra Commission (para 3.9 of the Report). The Committee has been told that the Government has already adopted several measures to improve the condition. We would advise the Government to strengthen its efforts and await their outcome before taking any new decision on this issue.
- 1.5.8. The National Curriculum Framework (November 2000) has proposed inclusion of 'Art of Healthy and Productive Living' in the scheme of studies for classes I and II. We feel that all the components of this subject are duly taken care of in the syllabus being followed in our state and no modification seems to be necessary.
- 1.5.9. The Committee desires to touch upon one more aspect of our primary education, namely, the pre-primary section. Researches have established the key role of pre-school education in children's smooth transition to the primary stage and also in the development of their personality. The committee endorses the views of the NCERT in this respect (para 2.7.1 of NCFFSE) and asserts that this is a delicate job, wrong handling of which may be counter-productive. In terms of the recommendation of the Majumdar Committee under the head *Sishu Sreni* (Infant section), there should be provision for this

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class with a separate teacher in our primary schools.

B. Secondary

- 1.6.1. In terms of the Act (West Bengal Board of Secondary Education Act.), designing and prescribing curriculum and syllabus for the secondary stage (classes VI to X) is the function of the WBBSE. The Board is an autonomous body and its decisions on academic matters usually do not require state government's approval.
- 1.6.2. **The structure:** The two languages taught at the primary level continue upto class X, and a compulsory third language is introduced for classes VII and VIII only. On the teaching of the third language, the Committee wants a major change. It proposes that the third language should be compulsory for classes VI to VIII with provision for studying it as an optional subject in IX and X. This scheme partly fits in with the recommendation of Kothari Commission. (details given in chapter 3). The other core subjects are Mathematics, Physical Science, Life Science, History and Geography. For the purpose of the final examination, the subjects are arranged in 3 groups, namely, language group - (300 marks, - 200 in 1st language and 100 in 2nd language), science group (300 marks, 100 for each subject) and History-Geography group (100 x 2 = 200). This group system has significance from the point of examination because pass-fail is determined by marks scored in the groups, along with minimum qualifying marks in individual subjects. Thus for passing the examination, a student has to score 102 marks in each of the language and science groups and 68 in the other group, but also has to score at least 20 in each of the subjects. Further, there is provision for an additional subject for which a student may opt choosing from an approved list of subjects. Failure in this subject does not affect the final result. Only the marks scored in excess of 34 are added to the aggregate. This practice is not followed in most of the states. Another group comprising Work Education, Physical Education, Social Service and School Performance was compulsory for the final examination. But from the year 1996, this has been shifted to the optional category.

The Rationale

- 1.6.3. This curricular structure has been designed keeping in view the character and objectives of secondary education. It is the national consensus that secondary education - the terminal stage of mass education - should impart broadbased general education. The

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obvious implication is that the students at the end of this phase of schooling should possess general proficiency in those basic subjects that will enable them to lead a life of responsible and creative members of a modern pluralistic society. The core subjects, therefore, must be compulsory for all students among whom we find a large number of boys and girls coming from backward families. Curriculum and syllabi should be prescribed keeping in mind the condition of this mass of socio-economically handicapped learners, and their ability to learn. As the saying goes: the chain is as strong as its weakest link is, not as strong as its strongest link is.

The other states

- 1.6.4. At the outset the committee likes to point out that the administrative structure for secondary education is not the same in all the states of the country. While in the northern and the eastern states we find Boards of education handling the matter, in the other parts of the country, particularly in the southern states, it is the function of government departments / directorates. In the latter cases, even the final examinations are known as Government examinations. Irrespective of the arrangements, however, almost all the states have accepted the principle that at the secondary level the core subjects should be compulsory.
- 1.6.5. But West Bengal's curriculum differs from the general pattern on two counts. In the first place, most of the states teach science and social science subjects in integrated form. All branches of science, namely physics, chemistry, biology etc. are combined in science. In the social science paper are placed subjects like history, geography, civics, economics, and in some cases even sociology and commerce,. In our state this issue has been discussed in several seminars and workshops. In the field of science, there is difference of opinion. While one group of experts considers the integrated approach suitable in these days of interdisciplinary knowledge, others - majority in number - fear that such a form will dilute the importance of individual subjects. But in the case of social science, experts unanimously hold the view that such fragmented teaching of major subjects like history and geography would fail to do justice to the recognised objective of their study.
- 1.6.6. The Committee is of the opinion that the spread and depth of knowledge in the basic subjects necessary and sufficient for 'general' education may be debatable. For science teaching, the Comparability Committee has, in its report (June 2002, p.11, item 6),

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recommended the integrated approach to be adopted upto class VIII and in this context referred to the views expressed in a workshop held jointly by the WBBSE and the SCERT. The present committee endorses this proposal and recommends meticulous planning in arrangement of the content in the syllabus, preparation of textbooks and training of teachers as a prerequisite for successful implementation of the integrated approach. But in the case of social science, students of this state do not have any exposure to two subjects that have gained importance in modern social life, namely, civics and economics. The Comparability Committee (June 2002) in its model syllabus for history has included a small part of civics in the chapter on modern Indian history. The present Committee would suggest the inclusion of some more concepts of civics bringing this component to 20 percent of the syllabus in terms of marks. Such a composition will naturally call for re-naming the paper as 'History and elementary civics.' In the case of economics, terms like G.D.P., National Income, Budget, Inflation, Balance of Payments and Exchange Rate etc. have become household expressions. The committee desires that subject experts may consider whether basic ideas about these and other commonly used terms may form 20 per cent of the contents of syllabus for geography under the new title 'Geography and elementary economics'. Environmental studies do not find a separate place in the secondary curriculum, but its elements have been spread over all the subjects. In order to promote awareness of environment, both natural and social, due emphasis should be given to these areas in teaching and evaluation. Orientation of teachers of all subjects must invariably cover this aspect.

1.6.7. The other notable point of difference between the pattern followed in West Bengal and that in the other states lies in the examination regulation that has an impact on the curricular load. In the other states, as also in the Centrally Managed Boards, the final examination covers the topics taught in class X only. But in our case, the total syllabi for classes IX and X are taken as composite units for the final examination. Admittedly, the former system reduces the examinees' load to a considerable extent. But the Committee believes that examinations based on broader syllabi equip the students better to meet the challenges of life.

The Centrally Managed Boards

1.6.8. The Committee understands that there is an impression harboured by a class of people that the curricula and syllabi prescribed by the centrally managed boards are much

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superior to those of the state boards. In our discussions with the officers of the states that we visited, we came to learn, not unexpectedly, that a particular section of people, whose only aim is success in the JEEs, prefer the courses of the centrally managed boards.

1.6.9. The Committee asserts that the merit of curriculum and syllabi cannot be judged without taking into account the objective of the particular stage of education. In the first place, the option that the centrally managed boards offer to their students for selecting subjects is not consistent with the principle of 'general' education. Students studying under such a system may successfully complete their secondary education without reading history or mathematics or science according to their preference. Secondly, the standard of the syllabi should be such that it can be effectively transacted in all the schools and followed by all students. It is quite possible for curriculum-designers of West Bengal to set the standard at a very high level. But that would frustrate the mission of mass education.

The Work Education Group

1.6.10. Till the mid-1990s, work education, physical education, social services and school performance formed a compulsory paper for the final examination. From 1996 this group has been shifted to the list of additional optional subjects. The WBBSE could not furnish us with any document showing the reasons behind this decision.

From a perusal of newspaper reports of the relevant time and also from circumstantial evidence, it transpires that the possible reasons may be the following:

- (i) From the very inception, the courses under work education were neither properly formulated, nor effectively implemented. As a result, this subject failed to serve any meaningful purpose.
- (ii) In case of physical education, a section of teachers has pointed out that a large number of poor students are undernourished and victims of malnutrition. Compulsory physical education becomes a burden for them as also for the physically handicapped. A general apathy among parents and teachers also retarded its success. Several problems of this programme had been mentioned by the WBBSE in its syllabus book itself.
- (iii) The Board also found it difficult to arrange proper evaluation of these non-scholastic subjects.

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- 1.6.11. However, the Committee has received strong opinion from several serious thinkers who feel that the objective of work education is too valuable to ignore. This subject, they point out, should be remodelled and reintroduced as a compulsory paper. The Committee would suggest that the Board give a second thought and consider the feasibility of running the course in the proper spirit as an independent unit carrying 50 marks. This does not seem to be impossible because many of the activities indicated in the latest National curriculum Framework (para 2.9) are already being taken care of at the primary level. The Document, however, wants work education to continue upto the H.S. level. Describing its importance in the national life, it says, "The final shape of the emerging India to a large extent, will be determined by the commitment to work ethics in its schools. The country's philosophy and attitude toward work, its efforts to develop skills and healthy work habits, and its resolve to improve productivity in every walk of life would depend, mainly on the place it assigns to work education in schools in and outside the class room". Regarding physical education the Committee's views are given in chapter 5.
- 1.6.12. Incidentally, the other states have retained these as optional school subjects. The experience in most cases is unfavourable because of lack of interest on the part of all concerned.

Pre-vocational Course

- 1.6.13. Following the national pattern and also the NCERT's latest guidelines, vocational education should belong to the H.S. stage. Suggestion has come from some quarters to start VEPs from a lower level, say class VIII. After considering all aspects of the issue the Committee is convinced that ten years of general education is essential. The tendency towards market-friendly education must not be allowed to distort this basic purpose. However, vocational education will have to be arranged for the school-dropouts at various stages, may even be much lower than class VIII. This challenging task may be shouldered by the Rabindra Mukta Vidyalaya, the State Open School.
- 1.6.14. But preparatory to the VEP, pre-vocational courses may be included as optional components of the secondary curriculum,. Compulsory work education upto class X, pre-vocational (Optional) courses at classes IX and X and finally VEP in classes XI and XII may form an effective continuum. (Details in chapter 6.)

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The Group System.

1.6.15. The Committee has noted the Mitra Commission's comments and also the balanced analysis presented by the Comparability Committee on the point of group-pass marks. We endorse the latter committee's recommendation for phasing out this practice over a period of 5 years. As the first step, the qualifying marks for individual subjects may be raised from 20 to 25 with effect from the examination to be held in 2004.

C. The Higher Secondary Course (General)

1.7.1. At the higher secondary stage there is remarkable similarity in the curriculum followed in different states. The structure adopted in West Bengal is as noted below:

I.	Compulsory : (a) First Languages - 2 papers of 100 marks each-	200 marks
	(b) Second Language - 2 papers of 100 marks each-	200 marks
II.	Elective : Three subjects to be selected from a list of approved subjects with 2 papers, each carrying 100 marks	600 marks
		Total - 1000 marks
III.	Optional : One of the listed subjects may be chosen. There will be 2 papers of 100 marks each	200 marks
		Total - 1200 marks

Failure in this optional 4th subject will not affect the result. Only marks scored in excess of pass marks will be added to the aggregate.

In its visits to other states, the Committee has found that in many states four elective subjects are compulsory, there being no provision for an optional subject. This, in our judgement, makes the course too heavy. This is also not consistent with the National Framework. However, the load is somewhat reduced because the final examination is taken only on the course content prescribed for class XII. The class XI course is examined internally. A few states have arranged to conduct the class XI examination through district offices on common question papers. This obviously enhances validity of the process.

Physical Education

1.7.2. The Committee has in a subsequent chapter recorded suggestion to re-introduce physical education at the secondary level. The West Bengal State Council of Higher Education has successfully popularised this subject at the degree stage under different state universities. Keeping consistency with this positive step, the Committee recommends that physical education be added to the H. S. curriculum as one of the elective subjects that can be opted for by all students irrespective of their discipline. This may to an extent meet the requirements of teachers of this subject at the lower levels.

Higher Secondary Course (Vocational)

1.7.3. West Bengal was among the few states that first introduced vocational education following the national level decision in 1976. It started with 5 areas, namely, agriculture (4 courses), industry (2 courses), technical (8 courses), trade & commerce (10 courses) and paramedical (3 courses).

1.7.4. It appears that the courses were well-designed and many of these are relevant even now. Yet the courses have been losing popularity and at present enrolment in the vocational stream is less than 0.70 per cent of the total enrolment. It is reported that 2 of the groups, namely, industry and paramedical have become defunct.

1.7.5. The reasons for this decline and failure are common with those identified at the national level as reported by the PSSCIVE. A detailed discussion on this issue is given in chapter 6 of this report.

A New Situation

1.8.1. The 93rd amendment of the Indian Constitution, making Elementary Education a justiciable fundamental right of all citizens, has added a new dimension to the country's school education system. The Union Government's policy has been recast with this new priority and activities are reoriented through the programme of Sarva Shiksha Abhijan. It is too early to predict what shape things are going to take by the next decade or so. Meanwhile the Committee has received suggestion to the effect that the administrative structure may be revised to accommodate the new thrust on education upto class VIII. The proposed scheme envisages one board for looking after elementary education (classes I - VIII) and another for the secondary and higher secondary

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levels. This arrangement, it is contented, would facilitate integration between the two vital stages of school education. The proponents of this scheme argue that this would be administratively more efficient and at the same time cost-effective.

- 1.8.2. The Committee has considered all the aspects of this suggestion. The merits of the proposal are appreciated. But its feasibility at the present moment is not beyond doubt. In the first place, it is difficult to imagine sufficient number of schools accommodating, both physically and academically, students of the total elementary stage. Obviously, therefore, the schools will remain divided as they are between primary and secondary including H.S. institutions. While schools teaching upto class IV or V will be governed by the elementary board, those teaching in classes V or VI to X or XII will have to serve two masters which may be anomalous. The boards also would face some problems since the same school would run partly under the elementary board and partly under the other.
- 1.8.3. The Committee does not dismiss the new idea outright. The proposal may be revived after watching the developments for the next 5 years or so.

To examine whether any incoherence, real or apparent, exists between different stages and sub-stages of school education in this state and opine whether there is justification for making any change.

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CHAPTER - II

Coherence among the stages

2.1. The total span of school education in West Bengal is divided into 3 stages, namely, primary (classes I to V), secondary (classes VI to X) and Higher Secondary (classes XI & XII). All academic matters like framing of curriculum and syllabus, preparing or approving or recommending textbooks, holding final examinations and publishing results are entrusted to three separate autonomous boards set up for the three stages by Acts passed by the State Legislature.

The Committee likes to draw attention to a distinct anomaly in the arrangement for teaching in class V. According to provision of the W. B. Primary Education Act 1973, class V belongs to the primary level. But in practice an overwhelmingly large number of primary schools (about 43,000 out of a total of 52,000) teach only upto class IV. In most cases class V has become a part of secondary schools. The Committee feels that this duality is undesirable and the position should be regularized by suitably amending the Act.

2.2. The curriculum and syllabi being followed at the primary level since 1981 are based on the recommendations of the committee under the Chairmanship of Prof. H. B. Majumdar, which submitted its report in 1979. This report has been acclaimed at the national level as a highly scientific one. This scheme of study at the primary stage has been continuing unaltered for the last two decades. The only deviation from the recommendation was made when study of English as a second language was included in this curriculum. The committee has strong reservation about the wisdom of this decision. Our views in this respect are presented in the next chapter. From the information collected by the committee and also the discussion held during its visits to several states, it appears that the courses prescribed are similar to the all India pattern.

2.3. The curriculum and syllabi for the secondary stage have been framed in general conformity with the national framework. These are carefully graded in order to ensure smooth transition from the earlier stage.

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- 2.4. So far as the courses of the primary and the secondary stage are concerned, the committee has come across neither any allegation nor any evidence of incoherence, real or apparent, between these two. The only gap to which attention has already been drawn in the report of the Comparability Committee (June 2002) is the non-inclusion of physical science in class VI. Except for this omission, which the committee understands is going to be rectified, the transition between these two stages appears to be smooth and facile. In cases where it is not so, the fault lies with the standard of teaching in most of the primary schools, not the course itself.
- 2.5. However, the relation between the secondary and the higher secondary stages demands careful examination. During the last 15 years or so, an allegation has been voiced by a group of parents and also sections of people to the effect that there is an unreasonable gap between the two stages. Taking cognisance of this impression, the Education Commission (Dr. Mira) observed "the perception of lack of balance between the secondary and the H.S. courses is too widespread to be ignored. The grievances that are there should be probed and redressed, keeping the distinct objective of the two stages of education in mind." (para 5.28).
- 2.6. The State Government had set up a Committee with the President of the W.B.B.S.E. as convener for undertaking this probe. That Committee generally described as the 'Comparability Committee', has made a thorough analysis of the issue and submitted its report in June this year. The present Committee is, by and large, in agreement with the observations of that report, and likes to deal with the matter in same detail.
- 2.7. It is admitted on all hands that, since independence, education has been persistently neglected at the national level. Due priority was not accorded to education in terms of budgetary allocation and release of funds. The baneful impact of this negligence has been very often discussed in different fora including the Parliament. One of the glaring symptoms of the basic malady is the failure to spread educational opportunities to all. Millions of adult illiterates and out-of-school children bear testimony to this basic lapse. On the other hand, the education system has not been able to attain the level of quality essential in today's world. Both quantitative expansion and qualitative improvement have badly suffered from paucity of fund.
- 2.8. To the privileged and enlightened class, the primary concern is quality of education.

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Their main aim is to guarantee success of their offspring in the competitive examinations at the state, national, or even international level. The need for bringing the deprived backward section of the people into the fold of education does not find place in their thought or belief. It is this section of the society which generally complains that the Madhyamik course is very light and almost worthless. This standard, they allege, does not give the students necessary preparation for catching up with the courses prescribed for the H.S. level. As a solution, they want the Madhyamik course to be suitably upgraded.

- 2.9. The story, however, is quite different for the poor and marginalized people who find life very hard to live. The efforts made by the State Government over the last two decades and a half to extend educational opportunities have aroused tremendous interest among the toiling people. The message that today's society is knowledge-based has filtered down to the poor people in towns and villages alike. In the wake of this, there has been heavy influx of students from the backward section of the population including first generation learners. Because of their socio-economic handicap, children coming from these families are in many ways helpless in their pursuit of knowledge. They find even the seemingly easy Madhyamik course difficult to grasp. Naturally they would be happy if the Madhyamik syllabus is somewhat downgraded. Obviously, the difference in perception of the two classes of people regarding curriculum load and standard emanates from their respective social position, aspirations and ability.
- 2.10. It is well known that from the primary to the highest level, education is a continuum, although different stages are identified in this long process with their respective goals. In an otherwise healthy society, smooth transition from the lower to the upper stages is possible. But in our weak and divided society, the neglected education system has reached a critical situation making it difficult to attain any coveted objective in an ideal manner.
- 2.11. The Government's success in generating eagerness among the common people for access to education has created some grave problems too. Despite genuine intention and sincere endeavour on the part of the state Government this massive and ever-increasing student population does not always find the minimum facilities. Excessive pressure on the infrastructure is telling upon quality of education.

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2.12. At the other end, the process of globalisation has made modernization and qualitative improvement imperative in the field of higher education. Thus, our dilemma is manifested in extreme weakness at the lowest level for historical reasons and the necessity of keeping pace with the compulsions of the age at the highest level. The inevitable result is lack of balance in the total system. The transition from general education to specialization is posing problems, gaps are becoming unavoidable.

Objectives of the two levels

2.13. It is only natural that there will be some gap between the curricula and syllabi of the Madhyamik and the H.S. levels. As observed by the Mitra Commission (para 5.29). “There is a general awareness that the Higher Secondary stage should be an advance on the secondary stage...”. But the point at issue is the nature of this gap, which should be judged taking into account the specific objectives of the two stages of education.

Objectives of Secondary Education

2.14. The first National Education Policy 1968, which was adopted mainly on the recommendations of the well known Education Commission (Kothari Commission), pointed out that ‘so long the benefits of our education system have gone to the elite class and the common people have remained deprived’. It was this realization that prompted the Government to characterize education upto class X in the new structure (10+2+3) as the stage of broad-based general education and also the terminal point of mass education. The aim of this arrangement was to help the hitherto neglected common people reach a minimum level of non-specialized education. The course of the Madhyamik stage was developed following this concept of non-specialized education. While branding education upto class X as the terminal stage of mass education, it was presumed that a large part of these learners would not continue study any more.

2.15. It has to be realised that those boys and girls who leave school after the Madhyamik stage are also citizens of the country for whose enlightenment the society has spared a chunk of its scarce resources with the objective of enabling them to live with dignity by discharging their responsibility to the society. The subjects included in the curriculum should help these citizens to acquire those proficiencies and values which equip them with the knowledge, comprehension, skill, attitude etc. necessary to play their role in the productive stream of social life. The selection of subjects for the secondary level

has mainly followed this principle. According to curriculum framers these are the basic subjects in which a citizen is expected to have competency.

- 2.16. There is, however, some difference of opinion about inclusion of some new subjects in the context of the present day knowledge explosion. Rather, there is a feeling that the present curriculum is heavy because of so many compulsory subjects. The Committee's views on this debate have been recorded in the foregoing chapter.
- 2.17. The Committee is convinced that this structure is quite balanced for attaining the goal of broad-based general education and there is no scope of further addition in order to bring it closer to the H.S. course. It may also be noted that all desirable subjects cannot be accommodated in the core curriculum, which requires provision for an additional optional subject. So far as the syllabi of the individual subjects are concerned, these have been framed keeping in mind the established objectives of studying them at the school level. These are now being updated on the recommendation of the Comparability Committee.
- 2.18. It will be clear from the above discussion that the Madhyamik courses are in no case counted as the final step of preparation for beginning higher education. For example, the teaching of physical science in the Madhyamik level aims at creating a background for pursuing science courses at the H.S. level, but does not exactly take the students into the H.S. curriculum. There should be preparatory classes for H.S. students of different streams.

Objectives of H. S. Education

- 2.19. On the completion of the mass education stage begins the H. S. course, which is recognised as the preparatory stage for higher education. It is a fact that in our country spread of higher education has failed to meet the people's aspiration. It has often been pointed out that only about 6.5% of the young boys and girls belonging to the college going age-group have access to higher education. Even after accepting this national failure, one has to bear in mind that higher education cannot be universal. By the same logic higher secondary education also is not meant for all. In this respect the Kothari Commission's view was that only the best students completing the secondary course (class X) will have access to the Plus 2 stage. A gap is inevitable between a system

meant for the privileged and ambitious class and that catering to the needs of mass of the people.

However, in the absence of proper alternative avenues all students are going for the Higher Secondary level and thereafter seeking admission to colleges as a matter of routine. For a large part of this group there is no definite aim or expectation. Many of them do not have necessary interest or ability to prosecute higher studies. Their eagerness to enter the college is not matched by their desire to learn. The Mitra Commission describes this section of students as victims of a kind of disguised unemployment. This crowd of students, not regulated either in number or in quality, creates unusual pressure on the infrastructure and, in general, vitiates the total environment of teaching and learning. Of course, the fault lies with the system, not with the youth.

2.20. Whatever may be the distortions and deficiencies of the real situation, curriculum will have to abide by pedagogical principles. The principal objective of the H.S. curriculum and syllabi is to ensure that the successful students of this level do not face major problem in picking up their courses at the degree level. The prevailing structure of the H.S. course reminds us of the erstwhile intermediate courses under Calcutta University. The subject packages with compulsory languages and three elective subjects are very similar in these two cases. If examination results are any indication, the gap between the School Final and the erstwhile I.A. and I.Sc. was much wider than that between the corresponding stages now. Results of Intermediate examinations those days were prepared separately for Science and Arts streams. It is observed that percentage of pass in Arts varied between 37 and 40, while that in case of I. Sc. hovered around 50. In contrast, the average rate of success in the H. S. examination now, taking Arts and Science together, is generally above 60 per cent.

Areas of dissatisfaction

2.21. It has to be noted, however, that the allegation of lack of balance is not aimed at all the subjects. Even students who take up Philosophy, Political Science, or Business Organisation at the H.S. level without any exposure to these at the Madhyamik stage do not have much complaint. Dissatisfaction is palpable mainly in case of English and the Science subjects. In case of English this is a manifestation of the unavoidable incompatibility between the feasibility at the mass education stage and the requirements of specialised higher education.



2.22. The rapidly developing character of the science subjects is responsible for the gap alleged in this field. The general perception is that the difference between the courses of Physical science, Life science and Mathematics at the Madhyamik level and their corresponding subjects prescribed for the next higher level is unreasonable and unmanageable.

2.23. It has to be appreciated that the frontiers of science are extending very rapidly and there is no alternative to accepting this reality. The compulsion of maintaining a global standard at the postgraduate and undergraduate levels has its inescapable impact on the H. S. courses also.

2.24. Another reason for this apparent difficulty is the tendency for all students to join the science stream irrespective of their merit, aptitude or inclination. The attraction of professional courses through J. E. Es very often induces students to neglect their preparation for the H.S. course. A section of profit-hungry people exploits this psychology and artificially increases the load of the subjects. In this totality of the situation, the students of the science stream will have to accept that they have taken up a stiff challenge in search of better career.

Conclusion

2.25. All said and done, the foregoing cannot be the last word. The standard of universal general education cannot remain unaltered for all time to come. The courses require to be reviewed and modernised, may be not as frequently as in the case of University Education. The Mitra Commission has very rightly commented that the capacity of the weaker section of learners is not static, they are also making some advance. The Commission opined that the objective of Madhyamik education also requires to be redefined. A national debate may be initiated on this issue, if necessary. At the conclusion of that process a new equilibrium may be established. But even then some gap is likely to remain between the stages of Madhyamik and Higher Secondary.

C H A P T E R - III

III. RECOMMENDATION

To examine whether there is any difference between the language policy in the curriculum of the other states and that followed in this state and to offer suggestion, if any, in this respect.

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CHAPTER - III

Language Policy

3.1. As required by this term of reference, the present position of teaching languages in this state is depicted below on the basis of information available from published materials and replies to our queries.

3.1.1. ***Primary Stage***

Classes I and II - One language: the mother language / regional languages. Six languages have been recognised as first language. Each of these is also the medium of instruction for the students of the respective language groups.

Classes III to V - Two languages. The first language continues. English is taught as the compulsory second language. However, informal arrangement of teaching the preliminaries of English starts after the first semester of class II.

3.1.2. ***Secondary Stage***

At this stage the three-language formula has been adopted with some modification. The first language and English as the compulsory second language are taught from class VI to X. In addition, a compulsory third language is included in the curriculum for classes VII and VIII. Students may choose their third language from a list of several Indian and Foreign languages.

For the first language also, the W.B.B.S.E. offers a wide choice. As many as 17 languages are approved in this category. Students with English as their first language are required to select their second language from a list approved by the W.B.B.S.E. In classes IX and X the third language is dropped. But there is provision for an additional optional subject. The list of such subjects includes, among others, the languages noted below -

- a) A-level languages - Bengali, English, Hindi, Nepali and Urdu.
- b) B-level languages - Bengali, Sanskrit, Pali, Persian, Arabic, Latin, Greek, Clas-

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sical Tibetan, French, German, Russian, Hindi, Portuguese, Spanish, Italian, Nepali, Classical Armenian.

For the Madhyamik Examination, the first language consists of two papers of 100 marks each. For the other languages the load is limited to one paper carrying 100 marks.

3.1.3. ***Higher Secondary stage***

Two languages are compulsory, one of which is English. Each language comprises two papers of 100 marks. The first language may be selected from a list of 20 languages. Regarding the second language, the choice is from English, Bengali, Hindi, Nepali and Urdu.

3.2. As a backdrop to the language pattern in the curricula of the major states of India, it may be worthwhile to have a look at the National Curriculum Framework of School Education released by the N.C.E.R.T. in November 2000, because the states generally follow its recommendations in this respect.

3.2.1. Classes I to V - One language - the mother tongue / the regional language.

3.2.2. Classes VI to X - three languages (i) the mother tongue / the regional language, (ii) one modern Indian language and (iii) English.

3.2.3. Classes XI and XII - two languages to be studied as part of the foundation course. The choice of the language should be left to the learner's personal preference and perceived needs. At the same stage, only one language is recommended for the students of Vocational stream.

3.3.1 It is interesting to observe that in as many as 13 states and Union Territories English is not taught as a compulsory language at the primary stage. The list of such states and UTs is reproduced here from the report of the One-Man Committee headed by Prof. Pabitra Sarkar:

Bihar, Gujarat, Haryana, Jammu and Kashmir, Madhya Pradesh, Maharashtra, Karnataka, Punjab, Rajasthan, Uttar Pradesh, Chandigarh, Dadra Nagar Haveli, Pondicherry.

3.3.2. While visiting different states the Committee's members found that in a few of these

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places teaching of English had meanwhile been introduced from a lower stage (class III or even class I). Some other states are contemplating to do so. It was ascertained that such decisions are based not on the recommendation of experts, but mostly on the opinions of political functionaries presumably reflecting popular sentiments.

3.3.3. On the basis of information available with the Committee language teaching pattern in different classes in the states is shown in the table below:

STATE	CLASSES	LANGUAGES
I. Assam	XI & XII	<u>English</u> <u>MIL</u> Assamese, Bengali, Bodo, Hindi, Nepali, Garo, Manipuri, Khasi, Mizo, <u>Alternative English</u> .
II. Nagaland	IX & X	<u>English</u> (1st. Language) <u>MIL</u> (2nd language) Bengali, Hindi, Tenyidie, Ao, Lotha, Sumi. <u>Alternative English</u> .
	XI & XII	<u>English</u> (1st. Language) <u>MIL</u> (2nd language) Bengali, Hindi, Tenyidie, Sumi <u>Alternative English</u> .
III. Mizoram	XI & XII	<u>English</u> <u>MIL</u> Hindi, Mizo, Nepali, Bengali, Assamese, Manipuri, Khasi, Garo, German, French, Spanish <u>Alternative English</u> .
IV. Tripura	IX & X	<u>1st language</u> - Bengali, English, Hindi, Lushai, <u>2nd language</u> - English, Bengali
V. Manipur	XI & XII	<u>English</u> <u>MIL</u>

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		Manipuri, Hindi, Bengali, Assamese, Sanskrit Lushai <u>Alternative English.</u>
VI. Goa	I & II	<u>Only one language</u> - Marathi / Konkani
	III & IV	<u>Two languages</u> - English being the second language in the English medium schools the arrangement is to teach Marathi / Konkani as the second language
	V to VII	<u>First language</u> - English / Marathi / Konkani Third language - Marathi / Konkani / English / Urdu
VII. Maharashtra	IX & X	<u>English and Marathi as compulsory languages</u>
	XI & XII	Third Language <u>English compulsory</u> and Marathi
VIII. Kerala	I to IV	<u>1 st language</u> - Malayalam <u>2 nd language</u> - English
	V to X	{ <u>1 st language</u> - Malayalam <u>2 nd language</u> - English <u>3 rd language</u> - Hindi
	XI & XIII	<u>Two languages</u> - Malayalam and English
IX. Tamil Nadu	I & II	<u>Mother Tongue</u> - (Tamil)
	III to VIII	Tamil and English
	XI & XII	Tamil and English
X. Karnataka	I to IV	<u>One language only</u> - (Mother tongue)
	V to X	{ Kanarese, English, Third language
	XI & XII	Two languages to be chosen out of 12 languages
XI. Rajasthan	I and II	Hindi Urdu / Sindhi for linguistic minorities

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	III to V	<u>First language</u> - Hindi <u>Second language</u> - English
	VI to VIII	<u>First language</u> - Hindi <u>Second language</u> - English Third language optional
	IX and X	First language - Hindi Second language - English Third language - Sanskrit, Gujarati, Urdu, Sindhi, Punjabi, Malayalam, Tamil (any one)
	XI & XII	First language - Hindi Second language - English
XII. Punjab	I to III	<u>First language</u> - Gurmukhi <u>Second language</u> - Hindi Linguistic Minority - First language - Urdu Second language - Hindi
	IV to X	<u>First language</u> - Gurmukhi <u>Second language</u> - Hindi <u>Third language</u> - English
	XI & XII	<u>First language</u> - Gurmukhi <u>Second language</u> - English
XIII. Delhi	Follows I.C.S.E and C.B.S.E. syllabi	

The information is incomplete because of non-response from the other states.

Our Views

- 3.4. Language is the most important vehicle of self-expression. Selection of the right language for the expression of one's perceptions, feelings and emotions in concrete words and to equip oneself with essential life-skills for the ensuing struggle for life is the mainstay on which depends the success of any academic exercise.
- 3.5. Consequently, to decide on the package of languages to be taught and to determine their placement in the curriculum for different stages of education in order of impor-

tance presents a ticklish problem, particularly in view of the mind-boggling multilingual character of our country. Besides, in the context of the ever-increasing mobility of different linguistic groups migrating to this state from different parts of India and the variety of needs of the ethnic minorities settled in this state, the problem has become all the more complex.

3.6. While formulating a language policy for our school educational setup due consideration, therefore, is to be given to the above point. The Education Commission 1964-66 dealt with this issue at length in the Chapter on 'School Curriculum' and its illuminating explanation on this issue may be treated as a guide to enter into the core of this problem. Mother tongue, of course, will have its due place of pride in the curriculum framework right from the primary to the highest stage of education. As regards other languages, they will also have their due share of importance at the different stages of education.

Language learning at the Primary Stage

3.7. In our opinion, the only language to be taught in classes I to IV is the mother tongue of the pupil. We have arrived at this conclusion after critically examining all the socio-cultural, economic and psychological implications involved in the process of language learning. We strongly believe that from the pedagogical point of view no other language ought to be taught in the early years of education of a child. The Committee is happy to note that this same opinion has been recorded by another committee, which submitted its report to the State Government in June this year. The Committee has also considered that a strong foundation in the pupils' mother tongue is essential because this will also serve as a medium of learning the other subjects in the curriculum. Experts increasingly recognize how important it is for children to use their mother tongue during their early schooling. The recent study of the UNICEF categorically affirms. "Use of this tongue (mother tongue) validates their experiences. It helps them learn the nature of language itself and how to use language to make sense of the world including all aspects of school curriculum" (The State of the World Children 1999).

3.8. In conformity with the recommendations of Shri H.B. Majumdar Committee (1974-79) the study of English as the second language was done away with upto class V since 1981. This decision to withdraw the study of the second language from the curriculum of primary education was, to our mind, a correct step from sound academic consideration. This was also an essential measure to make the long-awaited break-through in

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the mission of spreading mass education and bringing into its fold the children of millions of marginalized toiling people.

- 3.9. The State Education Commission under the Chairmanship of Dr. Ashok Mitra in its report presented in August 1992 characterised this decision as 'a cardinal principle of educational policy' (para 6.22). All aspects of the debate relating to the appropriate stage for beginning teaching of English in school education have been comprehensively and exhaustively examined by the Mitra Commission. Its main recommendations in this respect contained in para 6.2.5(a) of the report formed the basis of the Government's decision to introduce teaching of English from class V instead of class VI. The Commission took care to note that "This will not come in conflict with the syllabi for classes I to V introduced in the state on the recommendations of the Committee on Course of Studies and Syllabi at the Primary Stage (Sri H. B. Majumdar Committee)".
- 3.10. Subsequently, on the recommendation of the One-Man Committee chaired by Prof. Pabitra Sarkar, teaching of English started from class III with informal arrangement for teaching the preliminaries after the second semester in class II. Although Prof. Sarkar's Committee considered at length the pedagogical arguments and the national and international scenario, the decisive factor behind this recommendation was the desire, sentiments and aspirations of parents belonging to the middle class and even those aspiring to be elevated to that category. The One-Man Committee found that these parents were not prepared to listen to any pedagogical arguments.
- 3.11. The present Committee has carefully followed these learned presentations and is convinced that teaching of English as a compulsory second language should start from class V. In asserting this the Committee has given more weightage to the feasibility aspect of the proposition because the issue is not whether or not English should be taught; English must be taught and taught as well as possible. But the issue definitely is whether starting earlier will help the cause or harm it. For this we like to quote from the Kothari Commission which branded the teaching of English in class III as 'educationally unsound' and observed ".....the effective teaching of English in the lower primary classes where millions of pupils are enrolled, requires a very large number of trained teachers who are not available. Even if they were, the programme will be a heavy drain on the funds allotted for education. In our opinion, this is a colossal task,

the improper pursuit of which will lower rather than upgrade the standards of English at the school stage”(Emphasis ours). We also have the same apprehension, which is further strengthened by the observation of the Mitra Commission about the capability of teachers in the secondary schools. While evaluating the teaching of English through the functional-communicative approach, the Mitra Commission commented that teachers in hundreds of secondary schools ‘cannot even properly follow the teacher’s manual written in English’ (para 6.12). The present Committee wonders whether a vast number of primary students will have to unlearn many things before they actually start learning English with somewhat more competent teachers at the higher level. We are afraid that the system may, in effect, damage the interest of those very people whose aspirations it is supposed to honour. Moreover, the burden of an unfamiliar foreign language which the children seldom have any occasion to use, will definitely impair teaching-learning of the other basic subjects at this tender age.

3.12. The Committee understands that any new decision in this respect must await the review of the results of the present arrangement, strongly desired by Prof. Sarkar Committee (para 7.20), which is due to be undertaken in the year 2004. Meanwhile, this Committee would urge the Government to take effective measures for encouraging and ensuring the use of Bengali in all works - official as well as others - where English is not essential. Both Mitra Commission and Sarkar Committee have, in their reports, regretted our lukewarm attitude to our own language. Both have contrasted this with the situation in neighbouring Bangladesh. We feel tempted to quote a few sentences from both these reports.

a) “Unlike in neighbouring Bangladesh, where love and loyalty to the mother tongue have attained a transcendental quality, interest in Bengali and the rich literature which is its heritage is seemingly at a progressive discount in West Bengal. It is not necessary to explore in any detail the factors underlying this development, but what is incontrovertible is the encouragement it has provided to the campaign to retain English at the primary stage”(Mitra, para 6.7)(Emphasis ours).

b) “The Committee, as indicated earlier, finds nothing wrong with these aspirations, as it notes with some sadness that we in West Bengal have not been able to create and maintain, in the decades following the Independence, a written environment of Bengali, as a neighbouring country of Bengali speakers has been successful in doing.” (Sarkar, para 7.7)

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- 3.13. Prof. Sarkar's Committee has drawn attention to reluctance among Govt. officials to use Bengali in their notes. Many of us have the same experience even now. Letters written in Bengali sent to Govt. departments more often than not bring replies in English.
- 3.14. The Committee believes, as many experts do, that whatever the stage of commencement, success in teaching English will depend largely upon framing of proper syllabus, developing standard textbooks and following scientific method of teaching. Efforts in this direction must be backed by systematic research and effective teacher-training. The SCERT may take up a time-bound programme in collaboration with the WBBSE and The Institute of English, Calcutta to accomplish this urgent task.

Universities in this State have very correctly accepted the use of mother tongue upto the highest level of study. However, it is observed that the general level of proficiency even in one's own language is far from satisfactory. The Committee, therefore, suggests that suitable measures be taken to find out the reasons behind such unusual phenomenon and take corrective actions so as to elevate the competence level of students in their respective mother tongue.

Language at the Secondary stage

- 3.15. As we have stated earlier, the study of an additional language other than mother tongue is necessary at the secondary stage for reasons hereinafter explained. The second language to be learnt at this stage should naturally be treated as a link as well as library language the teaching of which should have a pronounced slant on functional-communicative approach. The teaching method, however, must suit the classroom situation obtaining in the state. The selection of the second language involves a number of considerations as this will be used not only as a means of communication with people of other states in a multilingual country but also with those living in far-flung corners of the globe. In obedience to this ratiocination as to the usefulness of the language, we recommend English as the Second Language while the mother tongue will continue to retain its dominant position as the First Language in the curriculum for the secondary stage. It will be in the fitness of things if the different linguistic groups and ethnic minorities are provided, as at present, with the opportunities of prosecuting their studies in secondary schools with their respective regional and tribal languages (mother tongue). Moreover, those whose mother tongue is English will similarly have the scope to opt

for English as their First Language.

Desirability of a Third Language

3.16. The question of learning a third language comes up in the context of three- language formula that has been accepted for promoting national integration in a country which is characterised by a multiplicity of languages. Besides, the study of a third language is considered important for another reason. The country we live in has a rich heritage of synthetic culture and ethos of which the budding young generation should be made aware. In consonance with the legacy of our multi-faceted rich culture, we feel it desirable to introduce certain essential inputs in the language sector of our curriculum that will strengthen the very roots of our social and cultural life and also promote the spirit of mutual understanding and goodwill among people apparently divided by religions, local customs and mutually exclusive ways of life. It is in the backdrop of this socio-cultural milieu of a pluralistic national life that the study of a classical language assumes unquestionable importance. The young minds at the very outset of their growth should imbibe the right spirit, which is necessary to interact with fellow people in a complex socio-cultural ambience. The introduction of at least the rudiments of Sanskrit, Arabic and Persian to be learnt as a Third language optionally in classes VII and VIII is of great importance from this point of view. Likewise the study of Hindi, spoken and understood almost all over India, would also serve the same purpose and should be retained as at present in the list of third languages.

3.17. It is for the very same reason that the language of the region, that is Bengali, should also be included as one of the third languages. In view of ever-rising inter-state and interregional mobility of people for the sake of their livelihood and seeking job-opportunities, a large chunk of linguistic groups representing different regions have settled in our state. In our curriculum we have provided equal rights, benefits and opportunities for all irrespective of languages spoken by them in our concern for egalitarianism. In almost all the states in India the study of the regional languages has been made compulsory for students migrating from other states right from the primary stage. The decision for making the language of the state a compulsory subject of study has been made on the plea that it will get the outsiders out of isolation and help in integrating them in the local community by building a communicative bridge between the alien and the native.

3.18. The desirability of such regimentation is debatable. We may, on the other hand, include the language of this region in the list of third languages for them to be taken up on an optional basis to bring about the intended social, emotional and psychological harmony among people coming from other regions and the sons of the soil. It will also be to the benefit of the other linguistic groups in as much as it is likely to help them in securing jobs and employments in the state where the principal means of communication is predominantly the language of the local inhabitants. As the objective of learning this language as a third language will be to prepare themselves for a highly competitive employment market by achieving certain elementary language skills in the domain of semantics, morphology, syntax and graphology, emphasis should, preferably, be laid on a functional-communicative approach while teaching the language. We also propose to prescribe Bengali as an optional additional language in classes IX and X for those students of linguistic minorities who have already studied it as a third language in classes VII and VIII but want to acquire further proficiency in the language.

3.19. The Chairman of the State Minorities' Commission has, in a letter addressed to the Hon'ble MIC School Education, pointed out the practical need for non-Bengali students to learn Bengali so that they are not handicapped in the local job-market. The letter which has quoted the relevant resolution of the Commission is placed at the end of the chapter. The Members of the Committee, while visiting other states, have found that in almost all cases study of the language of the state is obligatory for students having a different mother tongue. While appreciating the need for such an arrangement, which has become stronger by the state Government's decision to include Bengali as a compulsory subject in W.B.C.S. examination, the Committee feels that it will be unfair to impose an extra language-load, i.e. a fourth language, on students coming from other states. The wayout, in the Committee's judgement, is to prescribe Bengali / Nepali as their third language without any option.

Duration of teaching of the Third Language

3.20. The Committee has doubts about the efficacy of the present system of teaching the third language for only two years (classes VII and VIII). We have consulted a few eminent experts and experienced teachers whose unanimous verdict is that, for serving any meaningful purpose, the minimum time required is three years. Accepting

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this advice, the committee recommends that the teaching of a third language should be spread over classes VI to VIII. The major barrier to this arrangement was removed when introduction of the second language was shifted down to class V. The proposed arrangement, if implemented, will require the syllabi for classes VII and VIII to be covered in classes VI and VII respectively. Since Bengali is proposed to be one of the two compulsory third languages for students belonging to other first language, the Committee has felt it desirable to prepare a model syllabus for this purpose. Bengali syllabi for classes VI to VIII suggested by an expert committee are handed over separately to the Government. This, the Committee feels, will facilitate implementation of the scheme, if accepted. The W.B.B.S.E. may frame suitable syllabi for all the languages, especially Nepali, in this category for class VIII, so that the students' competence in their third language may be more complete and useful.

3.21. Thus after considering all the relevant aspects and objectives of language learning upto the secondary stage, we propose the following language structure to be adopted at the primary and secondary levels:

Primary stage	: Mother tongue.	No second language
Secondary stage (V to X)	: First language Second language	Mother tongue English / any of the Modern Indian languages (only in case of those whose first language is English)
VI to VIII	Third language	<ul style="list-style-type: none"> (i) Bengali /Nepali (for those who do not study it either as the first or the second language). (ii) For others, any one on optional basis from the approved list of the W.B.B.S.E.
IX and X	: Additional Optional Language	Modern Indian Languages, including Bengali, classical Languages, foreign languages as approved by the W.B.B.S.E.

C H A P T E R - IV

To present specific recommendation about introduction of computer education at school level in the backdrop of present social system and judging from the angle of our day-to-day way of living.

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CHAPTER - IV

Computer Education

4.1. With the growth and development of computers during the last two decades, particularly during the emergence of the internet, the computing and communicating power of the personal computers has dramatically changed, which in the era of globalisation has given rise to the new kind of technology, known as Information and Communication Technology (ICT) or Information Technology (IT). Advances in the Telecommunication Technologies, Space Technologies, growth in basic telephone and television network have all contributed to the sudden expansion of the technology even to the remotest areas of the globe, thus opening up new opportunities for the application of these technologies in human endeavours.

Market forces in a competitive global situation were quick to realise the business potential of the new technology and there has been phenomenal growth of IT industries. But the pace of change of ICT is so fast that even the industries with huge IT investments started rethinking and there was an overall decline in the IT investment the world over, popularly known as 'dot-com' burst. In the meantime, IT industries have been able to find their clientele in public sector activities and Govt. departments all over the world due to their capacity to efficiently render various services which may be categorised as follows:

- a) collecting and storing large volumes of information without occupying much space;
- b) rapidly processing the primary information through complex calculations to generate patterns in different formats for analysis and prediction;
- c) transmitting basic information or patterns quickly through networks.

4.2. The developments in the ICT have influenced the process of school education in several countries including that in India. One major initiative was the MHRD- sponsored CLASS Project of the mid'80s (Computer Literacy and Studies in Schools). Several thousand schools (exact figure is not available) were selected all over the country and microcomputers along with some educational softwares were supplied to the schools

for spreading computer awareness among school children. However, in most of the institutions these were under-utilised, if not left totally unused. Teachers found it difficult to integrate the computers in their pedagogical paradigm, hardwares and softwares were losing significance with the advent of more user-friendly environment of new operating systems and processors and microcomputers which were given to the schools were found to be obsolete very soon. Thus the first attempt at introduction of Computer Education in Indian schools at the cost of huge investment had doubtful influence on the process of school education. The National Curriculum Framework 2000 predicts 'The ICT is bound to influence and transform the existing educational provisions, changing the existing curricula, bringing in a new generation of learning materials and encouraging the networking of schools. Integration of ICT into schooling would demand that the educational planners look beyond the current urban classrooms devising updated plans for education in an electronic environment even in the far-flung rural areas and expanding their design so that the computer becomes more than a subject of study. It is not merely integrated into an existing curriculum; it becomes, instead, an integral part of the schooling process resulting in universal computer literacy, computer aided learning and finally, computer-based learning throughout the country. All innovative experiments in the areas of media production and the interactive disc and video and multimedia computer software shall have to be perceived as integral components of the curriculum development process rather than external to it. It would necessitate the teachers' adopting an instructional design that helps the learner master heuristic and algorithmic strategies for tackling new problems as opposed to strategies aiming at the mastery of discrete units of some fixed knowledge'. (para 1.4.5) Yet what strikes the Committee is that at no stage in the proposed curriculum from class I to class X does the Document include CLP or any other kind of Computer Education.

The Framework envisages a "shift from the traditional learning atmosphere to a climate of values that encourages exploration, problem-solving and decision-making and from the prescriptive classroom teaching to participatory, decentralised interactive group learning." The Document also cautions that "only discrete healthy and healthful use of it in the classroom and outside is made ... negative factors like its addiction, its use for uneducational and miseducational purposes" be prevented. (para 1.4.5)

In the ideal plane, the aims and objectives reflected in the above-noted statements are highly optimistic, but the Committee observes that their attainment depends much upon

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the strategies to be adopted for implementation of such a programme in the field of mass education in our country. A lot of planning and preparation is required in order to achieve the stated objectives. Critical analysis of the effectiveness of computer education in schools has been made by Jon Scaife and Jerry Wellington in their book. Some comments quoted in the book which have drawn attention of the Committee are noted below: "The microcomputer is a tool of awesome potency which is making it possible for educational practice to take a giant step backwards into the nineteenth century", "the introduction of microcomputers into primary and secondary schools is basically a mistake based on very false assumptions. Too often, the computer is used in schools, as it is used in other social establishments, as a quick technological fix".

About studies in UK, the authors state - "that computer use in primary schools was not widespread and was rarely integrated into good classroom practice". They also suggest that "the human factor in introducing educational computing was often neglected, with an over concentration on providing hardware and software."⁽¹⁾

After detailed deliberation with the experts in the field and survey of literature on use of computers in education, the Committee observes that three kinds of pressure are demanding its inclusion in school education.

- a) Social pressure - from parents, from local authorities, from governments, from international organisations etc.
- b) Economic pressure: perceived as "needs of industry"; "growing demand of IT skills" indicating "some sort of vocational significance".
- c) Pedagogical pressure: IT or computers have the potential of being recognised as a strong, effective learning tool.

4.3. It is argued by some experts that in this age of I.T., denial of information to the mass of people is a serious injustice. The Committee has observed a tendency to equate knowledge with information, which is potentially dangerous. While talking of access one must be sure about what information is sought to be given to which people and for what purpose. The Committee is sure that mere access to information will add very little to the empowerment of the poor people so long as poverty continues to haunt them.

4.4. However, the Committee has observed that social and economic pressures for introduction of Computers or IT in school education are operative rather than the academic or pedagogical considerations even in the process of implementation of "Computer Lit-

eracy Programme in Non-Govt. Aided Secondary / Higher Secondary Schools” ⁽²⁾ in West Bengal, the objective of which is stated as “Computer education will be provided to the students from Class VII to XII in such a manner that the students after passing Higher Secondary Examination would be in a position to prepare themselves for Microsoft Certification Test or DOE accredited ‘O’ level course.”

The Committee conducted interactions with Heads of institutions, teachers and students in selected schools of Kolkata and in the districts, to assess the impact of the initiative of “Computer Literacy Programme” in West Bengal, to study the significance of the project, and after careful consideration of the condition witnessed, comments / observations made by different stakeholders, the Committee summarises the following:

- a) The decision to implement this educational programme in the secondary school was not taken by the WBBSE, neither was its approval sought, thus eroding the autonomy of the Board in academic matters. The Committee has noticed strong resentment over this issue in academic circle.
- b) The heads of the institutions are at a loss to understand which authority they should obey in matters of curriculum transaction, because according to the Board’s prescription there is no room for optional subjects in classes VII and VIII, while in the Government’s scheme CLP is obviously not compulsory since it is launched in only some selected schools. This diarchic tendency, if allowed to grow, would precipitate anarchy in school education system.
- c) The stated objectives of ‘Computer Literacy Programme’ are not consistent with the aims and objectives of education at the secondary level as specified by WBBSE. On a query, the Department of School Education informed the Committee that this point was not considered by them.
- d) A fee of Rs.50/- per month for computer education violates the free education principle at the secondary level. Those students who cannot afford to pay Rs. 50/- per month in any particular class (which is true for many) have to sit idle as the school time-table cannot provide an alternative, thus hampering the principle of equalisation of educational opportunities. Some institutions have forced these students to join the programme in order to solve the problem of time-table, and also to satisfy the agencies’ demand for minimum number of students. The issue of compulsion or otherwise has been studiously omitted in the Govt. order.
- e) The pupil - computer ratio and the time allotted for hands - on practical training are severely limited in many institutions particularly due to lack of machine-mainte-

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nance.

- f) Ill-paid instructors are deployed by the private agencies which virtually exploit the youth by offering a meagre monthly remuneration of Rs.2000/- and even less for taking 20 to 24 classes per week. Most of them were allured to pay a hefty sum for joining a training programme by these agencies at the prospect of being employed. These disillusioned instructors leave the school as soon as they find a better employment, again jeopardising the school programme due to lack of instructors, although the students continue to pay Rs.50/- per month for their Computer Literacy Programme only for the benefit of these private agencies.
- g) The contents of the Literacy Programme, text books etc. prepared by the agencies concerned appear like a manual of Microsoft. Hardly any difference is observed between the contents for class VII and that for class VIII which are found to have even conceptual errors.
- h) The skills imparted through such a programme may not serve any purpose at all. Considering the pace of development of technologies and softwares, the prevalent system may be obsolete by the time these students enter the world of work, thus questioning its vocational significance.
- i) The students were found to be disillusioned with the programme to such an extent that in many institutions they were not willing to opt for 'Computer Applications' as an additional subject offered by WBBSE in classes IX and X, thus giving a wrong notion of the subject in the tender minds.
- j) In terms of issues of curricular load at the Secondary level, no planning for academic justification, research studies etc. have been conducted prior to taking a decision which has been adopted in an inappropriate hurry without consulting subject experts. An impression has been created among the boys and girls that this training would fetch them good jobs.

4.5. Computer Literacy Programme is not relevant in mass education as all people belonging to all sections of the community will neither have a need to operate, nor necessary access to the technology. A large number of students will not have any touch with this process after they leave school. With the rapidly changing character of the technology, any skill or literacy that may be acquired at school will soon become irrelevant and will be lost altogether.

Further, the endeavour in the name of secondary literacy reflects wrong priority when

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achievement of primary literacy remains a distant dream. It is observed that the social pressure has been capitalised by business interest to create a craze among the people for Computer literacy.

The Committee has collected, through discussion as well as correspondence, the views of the Government Department concerned on the issues noted above. The replies to our queries have confirmed our apprehension that several basic criteria relating to curriculum-framing have been ignored in the process of launching this programme. It must be borne in mind that curriculum planning is a specialised job requiring experience and expertise in the field. Any encroachment in this field by people from other areas with sectoral view and interest is sure to disrupt the system. The Committee emphatically disapproves of any compromise on this issue.

- 4.6. The Committee is well aware of this State Government's dynamic programme to secure a place in the front line of IT world. But the Committee believes that this commendable endeavour will in no way be weakened by omission of Computer Literacy Programme from class VII in its present form.
- 4.7. In the State Government's plan there are clear indications that the programme will not, in the foreseeable future, touch even a small fragment of the total student population at the secondary level. The target, as stated by the officer concerned, is to cover only 1800 schools by the year 2010, leaving about 9000 schools outside its fold, thus creating another unfortunate divide in the society. Judging from the performance so far, the Committee cannot but express grave doubt about the fulfilment of even this small target. A perusal of the items for discussion at a high-level meeting held on 17.10.2002 gives the impression that the scheme has already run into deep water. One major problem is failure on the part of several selected schools to register adequate number of pupils. What puzzles us is that the organisers are eager only to find out schools to replace the defaulting ones, and not anxious to know the reasons for this failure.
- 4.8. The Committee, therefore, after carefully considering all the relevant aspects of this issue, makes the following recommendations:
 - (i) The Computer Literacy Programme introduced by the Govt. from class VII to XII in selected schools of West Bengal be withdrawn because it is not consistent with the aims of mass education.
 - (ii) Decisions on any academic programme should be left entirely to the respective

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authorities.

- (iii) Information Technology encompasses theory and practice of all technologies, including Computers, which are used to create, store, and communicate information. The system, particularly with the emphasis on academic needs of students for both IT education and IT enabled education, should be designed meticulously before implementing any such programme at school.
- (iv) The Computer systems already installed in selected schools may be utilised for students' benefit beyond the normal school hours without disturbing regular curriculum transaction preferably through School clusters or resource centres. Other sources of communication technologies may be integrated for IT enabled education in such community-based learning resource centres. No fees should be collected from the students, nor should any business concern be involved in the programme. Priority in this matter must always go to the less privileged students of the state.
- (v) In order that students may derive some academic benefit during their occasional visits to these learning resource centres, these centres may be equipped with suitable educational softwares, containing self-learning materials in all subject areas of school education. The State should encourage production of such softwares and distribution of the same free of cost to the institution. Production of educational software particularly in Bengali and regional languages is a major challenge for meaningful IT enabled education which the academic community of West Bengal would be able to accept and, with proper support, provide solutions. State level research institutions like the SCERT may be entrusted with the responsibilities of production of educational softwares in Bengali and other regional languages relevant for the State.
- (vi) As GNU / LINUX-based operating systems do not involve patent law-related problems, such systems may be promoted in all future programmes, which will reduce the cost of licensed software and network of computers in the 'School Cluster'. Comprehensive plans may be made through coordinated efforts of different academic bodies for better utilisation of the computer systems in education.
- (vii) 'Computer Applications' course as designed by the West Bengal Board of Secondary Education as an additional subject from class IX may be continued and 'Computer Science' as well as 'Computer Applications' be offered by W.B.C.H.S.E. as elective subjects at the H. S. level as at present. However the Committee emphasises the need for teacher training in these areas and the involvement of the

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subject-teachers in the school as a basic need for effective implementation of Computer Education.

(viii) Use of computer has become highly job-specific. The limited skill needed to meet job-requirements can easily be picked up within a short time by any literate adult. This course can, therefore, very well be a part of continuing education.

Reference:

1. Information Technology in Science and Technology Education;
Jon Scaife and Jerry Wellington;
Open University Press (1993) pp-15-22
2. Government of West Bengal, School Education Department Memorandum No.393-SE(B)/1M-130/2000 Pt-II.
3. National Curriculum Framework for School Education, NCERT, (2000)
4. Information Technology in Schools, Curriculum Guide and syllabus, NCERT, (2001).

To ascertain the desired place in school curriculum of our emotions and feelings and aesthetic values, health education, games and physical education, and to give necessary suggestions for their implementation.

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CHAPTER - V

Value Education and Health Education

(A). Value Education

Erosion of values: a global concern — role of education

5(A)1. Never before in the history of human civilisation have inequalities in distribution of wealth and income been so prominent as it is today.

The Human Development Report 2002 observes the following inequalities:

The world's richest 1% of people receive as much income as the poorest 57%.

The income of the world's richest 5% is 114 times that of the poorest 5%.

Studies of inequality in different countries indicate that it has been increasing for the past 30 years.

Inequalities exist in human development between regions, between rural and urban areas, between ethnic and income groups.

Although in the past 25 years literacy rates in low human development countries have doubled, still they remain at 50%.

The world is still a long way to go in promoting gender equity. Domestic violence against women, female infanticide are on the rise.

Diseases like tuberculosis kill 2 million people and malaria kills 1 million per year. The poorest people of the world suffer the most.

The Report indicates that the growing global inequality is a consequence of globalisation, which has given rise to unequal competition. The impact of these developments on human value systems is obvious. However, its relation with the Committee's concern shall be unfolded as this discussion progresses.

5(A)2. The National Curriculum Framework 2000 states, "despite more than half a century of independence, India is struggling for freedom from various kinds of biases and imbalances such as rural / urban, rich / poor, and differences on the basis of caste, religion, ideology, gender etc. Education can play a very significant role in minimising and finally eliminating these differences by providing *equality of access to quality education*.

tion and opportunity”. (para 1.4.1) Instances of being unresponsive, corrupt, unaccountable to the needs of the marginalized and the poor even in a democratic society add to the disparity and distress of humanity. Thus the unequal distribution of wealth in the society often influences the accountability of the social systems and spreads erosion of values. India is a land of multi-lingual, multi-religious, multi-cultural society with diversities in life styles. Inequalities in Indian society are also prominent with a large number of Indians still in the darkness of illiteracy and extreme poverty.

Empowerment of this section of Indian population still remains a distant dream. As a fallout of such inequality in the society, several forms of erosion of values are manifested giving rise to a plethora of problems, some of which are corruption in public life, instances of crime and violence particularly against women, alienation of people in democratic institutions, intolerance, degradation of environment etc.

- 5(A). 3. In recent times consumerism is eroding the value system in our society. Various channels of electronic and print media are constantly alluring young minds to diverse types of commodities, entertainment etc, which are not always healthy. They get swayed easily and forget that they are living in a poor country where sharing and caring for others might smoothen to some extent the sharp difference between the impoverished and the economically rich persons. Life to them seems to be an unending pleasure trip, an everlasting cruise across the sea of fun. With the massive impact of modern media, the message of this dreamland and self-centred life style has engulfed the mindset of even the not-so-well-off families, leading to over-aspiration and frustration. Erosion of values reaches the ‘family’ from the ‘society’ and ultimately percolates down to the child in the family.
- 5(A). 4. That this is a global concern is evident from the World Declaration on Higher Education (Paris, October 1998) which puts the challenge as - “The Declaration has proclaimed that in view of enormous increase in society’s expectation, higher education should proceed to radical change so that *our society, which is currently undergoing a profound crisis of values*, can transcend mere economic consideration and incorporate deeper dimensions of morality”(Emphasis ours).
- 5(A).5. The National Curriculum framework, 2000 points out, “although schools are not isolated islands untouched by the prevailing mood of indifference and even disregard for

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the entire value system, their potential for and role in the task of guiding the national psyche cannot be underestimated", (para 1.4.7). The Document also suggests, "At no point of time can the school curriculum ignore the inclusion of specific content to forge national identity, a profound sense of patriotism and nationalism tempered with the spirit of Vasudhaiva Kutumbakam, non-sectarian attitudes, capacity for tolerating differences arising out of caste, religion, ideology, region, language, sex etc." (para 1.4.2).

Under the prevailing social conditions, the Committee is in agreement with the following observation of the National Curriculum Framework 2000: ".....education, adequate in quality and scale, is the most powerful instrument for achieving goals of action and establishing social cohesion. Some of the important national goals are: secularism, democracy, equality, liberty, fraternity, justice, national integration and patriotism. It should also develop in the child a respect for human rights as well as duties. The weaker sections including scheduled castes / scheduled tribes, women, children with impairments and minorities can no longer remain underprivileged." (para 1.1). We would like to add that patriotism should be aroused in the light of love for humanity and a feeling of universal brotherhood.

In order to prepare the child to face the challenges in the larger society, educationists and the curriculum experts* have resorted to different philosophies through the ages. One of them is 'perennialism', which holds aims of education as the 'disciplining of the mind'. According to 'essentialism' the aim of education is 'transmission of cultural heritage.' Thus preservation rather than transformation of the society is the major directive. According to these two conservative philosophies education is preparation for life and truth is eternal, unlike that of the 'progressivists' who believe that truth is relative and subject to change. Progressive movement in education led by John Dewey emphasised the needs and interests of learners. Progressive philosophy rests on faith in democracy and learning by doing which requires cooperation rather than competition in the classroom. Thus the philosophical orientation provides different directions to education: perennialists emphasise truth to be absolute and found in the past, the essentialist approach is to preserve the cultural heritage; and the progressivist will consider truth to be relative and thus provoke reflective thinking and proposes scientific method as problem-solving mechanism for all human concerns.

* P. F. Oliva, *Developing the curriculum*, 3rd Ed., pp-193-213, (1992) Harper Collins

Concept of Value Education - Development of Value System

5(A).6. The Committee observes that in order to strengthen the sense of unity in diversity our system of school education must follow the principles of Secularism, Democracy and Socialism in designing value education programmes in the schools. We may quote here a passage from Rabindranath Thakur's 'Dharmasiksha':

“..... ধর্মশাস্ত্র যদি স্থীকার করে যে, কোনো অংশে তাহার জ্ঞান অসম্পূর্ণ ও ভাস্ত, তবে তাহার প্রতিষ্ঠাই চলিয়া যায়। কারণ, সে বিশুদ্ধ দৈববাণী এবং তাহার সমস্ত দলিল ও পরোয়ানার উপর স্বয়ং সর্বজ্ঞ দেবতার শিলমোহরের স্বাক্ষর আছে, এই বলিয়াই সে আপন শাসন পাকা করিয়া আসিয়াছে। বিদ্যা তখন বিষ্ণুরের বিষ্ণুস্ত্রকে সাক্ষী মানে, আর ধর্ম সম্প্রদায় তাহাদের সনাতন ধর্মশাস্ত্রকে সাক্ষী খাড়া করিয়া তোলে - উভয়ের সাক্ষ্যে এমনি বিপরীত অমিল ঘটিতে থাকে যে, ধর্মশাস্ত্র ও বিষ্ণুস্ত্র যে একই দেবতার বাণী এ কথা আর টেকেনা এবং এ অবস্থায় ধর্মশিক্ষা ও বিদ্যাশিক্ষাকে জোর করিয়া মিলাইয়া রাখিতে গেলে হয় মৃত্যাকে নয় কপটতাকে প্রশ্রয় দেওয়া হয়।”

(রবীন্দ্র রচনাবলী, জন্মশতবার্ষিক সংস্করণ - পঃ বঃ সরকার, একাদশ খণ্ড-প্রবন্ধ ধর্মশিক্ষা, পঃ ৬০৮-৬০৯)

In these lines, the great thinker wants to caution that any attempt to forcibly mix acquisition of knowledge with religious instruction is tantamount to indulging in either folly or hypocrisy. This is because, whereas wisdom is acquired through experience of the world, religions depend upon perennial faith within its domain. Such faith in religion is derived from its claim that all its scriptures are supported by the approval of the Almighty, and hence cannot admit that its code of law can, by any means, be inadequate or erroneous, because that would demolish its dominance.

In British India, Government tried to follow a policy of religious neutrality in government and government-aided institutions. We can recall the famous warning of Lord William Bentinck, 'all interference and injudicious tampering with the religious beliefs of the students, all mingling, direct or indirect, of teaching of Christianity with the system of instruction ought to be positively forbidden'. One may argue that this so-called religious neutrality was necessary in the interest of the British Empire, to keep the sub-continental colony safe and sound, ready for continuous exploitation. After independence the policy remained more or less the same. The interrelation between religion and education, which on the face of it is a very complex issue owing to the presence of great diversity in our nation, attracted much attention of the educationists and policy makers in free India.

5(A). 7. We are passing through a critical period when pseudo-religious, communal, irrational, abject attitudinal forces are trying to vitiate the social atmosphere and endangering the fabric of the society. There are attempts to institutionalise these processes. We have to be vigilant that these attitudes and various campaigns in favour of superstitions, non-scientific or supernatural ideology do not perturb the young minds. All textbooks and different reading materials should take care of these disturbing elements and the students should be trained to have a mind free from all superstitions, illogical and non-scientific ideas.

The phrase 'dignity of labour' is usually interpreted in a rather superficial manner. It is incontrovertible that the edifice of human civilisation has been built by different kinds of human labour, which must be recognised as the fountainhead of all human values. In any endeavour to inculcate values, therefore, 'dignity of labour' should take the central place.

Effective value education, therefore, requires revamping the total system of school education, which in turn calls for a continuous research support in all areas from Curriculum Planning, Implementation Strategies and Evaluation. Institutions like SCERT should be geared up in a mission-mode to support the Boards and Councils in the State to provide such support and constantly update the capacities of teachers through in-service training on the important research findings.

The Committee suggests that for curriculum development, integrating value education, judicious choices of different directives emanating from various schools of philosophy, be made so that the system of school education may achieve the important national goals.

The Committee received a deputation from an organisation of tribal people who do not believe in idolatry. They put a straight question - 'In a secular state, why should religious festivals like Saraswati Puja (worship of the goddess of learning) be observed in educational institutions?' The members had no answer to this question, as the same gave vent to their strong sentiment. The Committee, therefore, emphatically recommends that schools should be encouraged to observe, through collective activities, secular festivals like Naba Barsha (the new year day), Barsha Mangal (welcoming the rainy season), other seasonal festivals, teachers' day etc. The Committee also suggests that students' hostels should not be divided on the basis of caste or community.

5(A).8. Education as 'preparation for life' or 'as process of life' as maintained by different schools of philosophy must have to be designed in the shape of a curriculum, which in order to imbibe 'values' should have some worth, merit and utility in the society. Such worth will depend upon the social context, which keeps changing with time.

From the ethical angle, 'value' refers to morality, which ultimately is a set of choices made by an individual while performing actions either in favour of 'self', for the benefit of 'others' or 'for the benefit of one's own, as well as of many' as maintained by the philosophies of 'egoism' 'altruism' and 'utilitarianism' respectively. The set of choices available to an individual in the value system under a particular legal or political domain also decide the actions or patterns of behaviour for individuals in a society. In India the provisions laid down in the Constitution e.g. in the Preamble and in the Fundamental Duties (article -51A) mandate directions in terms of ethical choices to be made in a secular, democratic system of society. There are certain basic human values which may be practised in a secular society without resorting to the perennialist values, as propagated through religion. The Committee strongly asserts that inculcation of these universal human values can be achieved through the experience provided in the learning of literature, social science, science, mathematics, fine arts, music etc. Thus all subjects become value-subjects and all teachers act as value-teachers. The Committee is of the opinion that in a multi-religious society it is extremely important to adopt a secular approach to education to ensure that religious dogma in any form does not overcast the primary objectives of school education. Even the approach of 'Education about religions' has the risk of misinterpretation and wrong handling in the classroom, seriously jeopardising the system of school education. Hence the Committee resolves to avoid such an approach; on the contrary the Committee is convinced that a revitalised science education with its emphasis on open-mindedness, tolerance and objectivity would inevitably lead to the development of a more secular outlook as envisaged in Kothari Commission report (p-21). Moreover, in order to 'live together' in a class-divided society like ours, it becomes imperative for the curriculum planners to inculcate the principles of humanity as caring for others and sharing with others. Studies of Indian literature with its rich heritage will certainly provide understanding of different cultures, which will infuse pride and faith about the diversities in our pluralistic society, imbuing compassion in our future citizens. Urbanised life-style coupled with careerism

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and addiction to alien culture is taking its toll in a large section of our school-going children. They are deprived of the joyful activities through participation in games and sports, music, drama, fine arts etc., seriously damaging their creative expression. These children are also being vulnerable in terms of erosion of values as they tend to resort to the TV as their only occupation during leisure. A recent report indicates that a person like Steven Spielberg wants children to avoid TV; instead he prefers creative activities for school children. It has to be noticed that 'No TV day' movement is gaining momentum in USA.

5(A). 9. The Committee recommends that emotional expression and aesthetic appreciation of individual school children must be nurtured through creative activities in the school curriculum; participation in out-of-school activities should be promoted. Participation in such activities will also generate self-esteem, self-confidence, encourage positive attitudes towards life, promote better human relationship, appreciation of the beauty of nature etc.

Values through curricular and co-curricular activities

5(A). 10. Education either in the form of 'preparation for life' or 'process of life' has certain values associated with it. The prevalent practice of schooling might have largely taken away those values inherent in 'education'. It is, therefore, imperative to restore them and recharge the system to the desired direction. To provide these directions, it is essential to identify the universal human values, which are comprehensible and graded according to the maturity of the learner. The set of values may be stated in simple terms in order to design appropriate curricular and co-curricular activities for different school grades. The autonomous Boards and Councils in the field of school education should be entrusted to select appropriate models.

5(A). 11. How to achieve?

Although values in human beings can be nurtured through active cognitive processes as well as through psychomotor activities, these are only reflected in their attitudes, which are in the affective domain. The process is thus a difficult one as experienced throughout the world. Hence the Committee asserts that no 'sermons' or 'preachings' will help in inculcation of desired values in the school. Rather it proposes 'activity-

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based learning', as the right approach. Incidentally this approach has been incorporated in the scheme of things at the primary level as already mentioned in Chapter I. Since the value system finds its relevance in a social setting, the Committee suggests the following areas for practice of value-based activities:

(i) *Teaching-learning of languages and literature*

Every piece selected for the language-literature papers at all levels must have some specific value-focus. Also every set of values must be covered by some or other piece. The Committee has received a suggestion that in Bengali textbook suitable pieces may be included from the works of well-known authors of Bangladesh. Students should be made familiar with the life and works of important national heroes and celebrities in all walks of life such as Raja Rammohon Roy, Rabindranath Thakur, Iswarchandra Vidyasagar, Swami Vivekananda, Sister Nivedita, Henry Louis Vivian Derozeo, David Hare, Mahatma Gandhi, Netaji Subhas Chandra Bose, Dr. B. R. Ambedkar, Dr. Sarvapalli Radhakrishnan, Dr. Zakir Hussain, Bhagat Singh, Begum Rokeyea, Sarojini Naidu, Acharya Prafulla Chandra Roy, Satyendra Nath Bose, Meghnad Saha, Poet Bhanu Bhakt, Ramchand Murmu, Lalsukra Oraon, Birsa Munda, Sidho-Kanhu etc. Language teaching should be made attractive so that students develop love and commitment for their mother tongue and are encouraged to read more of good literature to refine their taste which, of course, forms a part of aesthetic value.

(ii) *Teaching-learning of Science & Mathematics*

Science is a dynamic, ongoing process of inquiry. Students have to be involved in the process of inquiry in search of truth. Therefore, logical reasoning, learning by doing, problem solving, spirit of inquiry, process of science in human welfare, environmental awareness, dignity of labour, scientific method for the benefit of humanity etc. are some of the important value points to be taken care of through the teaching of Science & Mathematics. Thus through such intellectual exercise students will be able to get rid of dogma and superstitions and would tend to believe that truth is relative and through continuous, self-less efforts of humanity, inequalities of distribution of wealth may be removed.

(iii) *Teaching-learning of Social Sciences:*

In West Bengal, history and geography are taught in this group. The Committee has in

an earlier chapter proposed the inclusion of elementary civics and economics. Value inculcation through these subjects is derived from the objectives of teaching them. In this we largely agree with the views expressed in the National Framework which states: “It helps the learners in understanding the human environment in its totality and developing a broader perspective and empirical, reasonable, and humane outlook. It also helps them grow into well-informed and responsible citizens with necessary attributes / skills so that they could participate and contribute effectively in the process of development and nation building”. (para 2.8.8.)

In specific terms, almost all the cherished social values are directly related with the teaching of these subjects which should enrich the students with a broad understanding of the process of development of human society.

(iv) ***Organisation of Co-curricular activities in the School and in the Community***

India is a great repository of rich variety of cultures: classical, folk and others. The cultural activities in our society have found their expression in innumerable forms of music & fine arts, painting, drawing, sculpture, dance, drama, theatre, etc. All of these forms have immense potential to inculcate universal human values as well as to nurture creativity in all human being for shaping emotional and aesthetic qualities desired in an individual who is sensitive towards the needs of the society.

The Committee suggests that the system of school education should find avenues to utilise the available resources in the community for integrating this area of emotional development of the child

Role of teachers

5.(A).12. The Committee strongly emphasises the role of teachers in fostering universal human values in a globalised market-driven society, where profit making is the primary ethos, and concern for humanity gets low priority.

Teachers can contribute to the process of value education as a role model in the class and in the community. Inside the class, during the process of normal classroom activities, a teacher may encourage ‘learning by doing’; he / she can promote the spirit of

cooperation and thus motivate the learners to 'learn to live together'. A teacher with strong faith in democracy and spirit of inquiry can empower the learner in 'learning to learn' and imbibe self-respect, self-confidence, tolerance, humanity etc., so that the learner is able to 'learn to be' a complete human being.

Some states like Maharashtra have prepared teachers handbook of value education. The Committee feels that such books prepared by experts may be helpful for teachers in effectively playing their role in this area.

Scope of emotional, aesthetic education and value education is not limited within the boundaries of the classroom. Therefore the Committee observes that school children should be encouraged to participate beyond the school hours in community-based cultural activities in music, drama, fine arts, mime theatre, games and sports, cultural meets, camps etc. The Committee believes that voluntary organisations like Sab Peyechir Asar, Boys' Scout, Bratachari Samiti, etc. can play a valuable role to supplement the school programme.

(B). Health Education

5 (B).1. The purpose of education, in essence, is to develop human resources that will work for economic, social, cultural and ethical progress of the society. For this, citizens have to acquire knowledge and understanding of, and skills in, various disciplines and also the ability to apply them in solving problems and making positive contribution in the relevant fields. An educated person in order to play her / his due role in the society must invariably possess sound health in all senses of the term. "Health is Wealth" may have become a worn-out cliché, but it is axiomatic that citizens without good health make the nation sick and arrest its progress.

5 (B).2. The World Health Organisation (WHO) gives a balanced and comprehensive idea when it defines health as "The state of complete physical, mental and social well-being, and not merely the absence of disease and infirmity".

5 (B).3. The familiar word "Health" thus has a very positive connotation. Physical health implies strength, endurance and the capacity to put in hard labour. Similarly mental well-being covers a wide range of qualities like strong judgement, balanced emotions and

proper moral and aesthetic values. Social well-being can perhaps be summed up, echoing Delors Commission's words, 'the art of living together'.

5(B).4. Bringing about this all-round well-being calls for creation of awareness and attitude, inculcation of healthy habits and development of the right type of capabilities. The proper age for this process of growth, by and large, coincides with the school-going age beginning from infancy through adolescence (which is now marked as 10 to 19 years of age) up to the stage of collegiate education. It is from this understanding that educational planners from very early days recognised the place of health education in school curriculum. Mention may be made in this context of the comments of several committees & commissions. In the contemporary world with the requirements of social life becoming ever more complex, challenging and exacting, international agencies like UNESCO have reiterated with added emphasis the essential role of this component of school education.

5(B).5. In our school curriculum, however, the stress has always been on physical education about the value of which the Kothari Commission's recommendations (para 8.88 - 8.93) are balanced and comprehensive leaving hardly any scope for improvement.

The West Bengal Scenario

5(B) 5.1. Primary level: Health education, mostly the physical part of it, occupies a predominant place in the curriculum following the highly scientific scheme recommended by the committee under the chairmanship of Principal H. B. Majumdar. The major contents include instructions about formation of hygienic habits, making the children aware of the value of cleanliness, rhythmic physical exercise and activities, various sports and games. That the mental and social aspects of health have not been ignored is evident from the value-based objectives enumerated at the preface of the curriculum.

5 (B)5.2. Secondary level: At the Secondary level physical education formed a compulsory component for all students and was included in the external examination. It has been recorded in Chapter I of this report that this has been made optional with effect from the examination held in 1996. The committee has received a number of memoranda with deep analysis and cogent arguments in favour of restoring this to its original status. The committee has accepted this view and recommends that physical educa-

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tion be included as a compulsory examination subject at the Madhyamik level carrying 50 marks. Provisions should be made for suitable relaxation and exemption for the physically handicapped candidates.

5(B).5.3. While physical education has got wide recognition as an essential component of school education, its implementation is not easy. The Committee has found in the other states that this is an optional school subject evaluated internally with the grade mentioned in the final certificate. It is also their experience that this subject is generally neglected by the parents, teachers and also the students. The reason perhaps is the perception that education is for examination, and not for life.

5(B).5.4. Also there are many practical constraints to transacting this programme in a large number of institutions. Lack of minimum infrastructural facilities including instruments and equipments, playground etc. puts a major hurdle to the progress desired. Another major obstacle is created by the non-availability of trained teachers and examiners.

5(B).5.5. The Committee would suggest that the Government takes necessary measures to remove these hurdles.

5(B).5.6. Regarding sports and games, boys will naturally be inclined to popular games like football, cricket and maybe volleyball. The problem of playground will have to be tackled by planned sharing which can be supported by the School clusters, if properly developed. It is necessary to encourage athletics, gymnastics, yoga, and less expensive indigenous games like Kabadi and Kho-kho, which have got international recognition.

Mental and Social well-being

5(B).6.1. Mental and social aspects are as important components of health as the physical side. It is true that sports and games and other forms of physical exercise do contribute to mental health and socialisation of children. But that, the Committee feels, is not adequate. For a sound mind, a sound body is a necessary condition, not a sufficient one. It is, therefore, imperative to focus separate attention on the development of healthy mind simultaneously with that for physique, particularly during childhood and adolescence. Sadly enough, this area has generally been neglected in our education system.

It is painful to note the observations of the World Health Organisation (WHO) in this context. In WHO's report, it has been pointed out that India is one of the countries which are as yet least careful about mental health problems. Not to speak of general public, policy makers, physicians and even health planners do not take cognisance of the mental health of the people.

5.(B)6.2. ***Value education and mental health***

The Committee believes that the cherished social values that shape balanced personality and develop positive attitude to life and society are the foundations of mental and social well-being. In the early part of this chapter we have presented an illustrative list of values and their place in school curriculum and activities. Successful implementation of these programmes will, no doubt, go a long way in preventing mental disorder and promoting social well-being of the coming generations.

5(B)6.3. But it has to be recognised that the forces inimical to this process of healthy development are strong and becoming stronger in this age of globalisation through cultural aggression with the instruments of media and misuse of ICT. Combating this new assault will require diversifying and strengthening activity-based programmes as also innovating new programmes that can strike at the roots of the malady. Relevant observations of psychologists, including educational psychologists, and also some meaningful NGOs are summarised in the following paragraphs.

5(B)6.4. Rapid increase in incidents of behavioural / mental disorder among children and adolescents has been agitating our minds for sometime now. Psychologists usually place these juvenile behavioural disorders into two broad categories:

- i) Regressive disorders and
- ii) Aggressive disorders.

While the symptoms of the former type are depression with its various manifestations, withdrawal syndrome, loss of concentration, inability to communicate etc, the other group is generally seen to produce intolerance, violence, defiance, negativism and even sex-related offences.

Major Causes

5 (B)6.5. The root of this alarming phenomenon lies in all-round deterioration and distortion of the social environment, both objective and subjective. At the micro-level, behavioural

disorders are the results of deficiency in psychological support both in the family and in the society. Lack of sufficient affection, attention, care and appreciation disturbs the growth of personality. Inflated expectation on the part of parents and wrong career-guidance based on only economism regardless of the child's aptitudes, interest or inclination lead to mental disorder.

Life-style Education: A New Direction

5(B)6.6. Rapid spread of the killer disease AIDS has become a matter of grave concern in our society. The Govt. of West Bengal has adopted several measures to tackle this threat, and desires inclusion of sex-education in some form or other with a suitable nomenclature in our school curriculum. The chairman and the member-secretary of the Committee held a very fruitful discussion on this issue with Dr. S.K.Mishra, Hon'ble Minister-In-Charge of Health who had very kindly invited us to his office. The Hon'ble Minister enlightened us about the contemporary thought, ideas and programmes at the national and international levels. He was kind enough to send us some literature on 'Adolescence Education', the name being used by the UNESCO and also adopted by the Govt. of India.

5(B) 6.7. While accepting the urgency of the task, the Committee believes that, prevention of AIDS apart, adolescence education in an extended form can play a crucial role in promoting mental health. It is well-known that many of the psychological disorders are caused by mental stress emanating from ignorance of sex-related matters. The National Curriculum Framework, in its list of skills and abilities to be promoted and generated through school curriculum has included "cultivating proper understanding of and attitude toward healthy sex-related issues and respectful attitude towards members of the opposite sex." Some voluntary organisations and individuals working in this field have, in their memoranda and depositions before the Committee, suggested a programme named 'Life Skill Education'. The Committee, however, has chosen a broader and more comprehensive concept to be called 'Life - style Education'. Of course, the name is a new coinage and subject to opinions.

5(B) 6.8. The Committee is aware that any attempt to impart sex education under any name is fraught with some risk. Sex-related discussions are still a taboo in our conservative society. This attitude, the Committee appreciates, has its root in our traditional cultural ethos, which is really precious. But it is now our experience that this very ethos

is facing grave threat from many corners. It is pointed out by many people that this field is no longer vacant but has been occupied by many players whose credentials and credibility are not beyond doubt. This realisation is causing a perceptible change in people's mindset and traditional resistance is giving way to reason. Various surveys have shown that school-goers of the adolescent age are eager to know about the matter. Even heads of some missionary institutions, who are supposed to be otherwise orthodox, have expressed their approval of sex education. Under the circumstances, remaining passive or neutral may be suicidal.

5(B) 6.9. As far as the Committee has gathered, sex related issues have not been made a part of school curriculum in the other states of the country. Most of them handle this issue through the population education programme and teachers' guidebook. The Committee feels that in today's complex situation, these indirect interventions will not give the desired result. Our proposal for introducing life-style education is based on a reading of this change in people's perception. The components of the programme of life-style education will be partly within the curriculum but largely based on activities.

5(B) 6.10. Considering that public mind is not as yet fully prepared to take this move favourably, the committee proposes to make a cautious beginning. A small unit mainly on family-life education is proposed to be added to the syllabus of life science for class VIII (proposed content handed over separately). Further contents for classes IX and X may be developed by arranging seminars and workshops for exchange of opinion among experts and also after observing public reaction. It will also be necessary for the government to adopt suitable measures to spread awareness about this issue in all sections of the population. Necessary activities outside the classroom should also be planned with the help of experts in the field including psychologists. The Committee on its own would suggest the following courses of action:-

(i) A 'sex-education museum' has recently been set up in Mumbai where relevant information and instructions are given through models and charts. Setting up such centres at the block level may not be a very expensive proposition. Trained para-medical personnel, male for boys and female for girls, may be posted in these centres as instructors on part-time basis. Students from class VIII upwards will be escorted in batches of 20 or so by some teacher to visit the museum.

- (ii) A well-prepared code of conduct containing the do's and don'ts may be given to the students of the relevant age-group.
- (iii) 'Meet the expert' sessions, separately for boys and girls, may be arranged where students will put their questions in writing in a box (without mentioning their names). The expert will pick up the questions, scrutinise and arrange them and give answers orally.

Implementation of the activity-based programmes may require involving NGOs and also the community at large.

5(B)6.11. The Committee feels that it is difficult for the schools to accommodate the different activities relating to physical, mental and social well-being within a span of five hours. Of course the residential schools are in an advantageous position in this matter. The Committee in this connection would like to recall the Mudaliar Commission's observation that for this purpose the schools will have to go to the community and involve various social organisations engaged in child welfare activities.

5.(B)6.12. Fortunately, in West Bengal we have a considerable number of voluntary organisations devoted to all-round development of children. Two such organisations, Sab Payechhir Ashar and Banglar Bratachari Samiti have submitted to the Committee a detailed report of their activities and mission. The committee also has information about several other similar organisations like Boys' Scout, Moni Mela, Jatiyo Krira o Sakti Sangha, Kishore Bahini etc. These organisations keep the children merrily engaged in different types of physical education including sports and games, literary and cultural activities. Some of these organisations follow the syllabus prescribed by the W.B.B.S.E. for physical education. They also hold residential training camps for about a week or so where the children have exposure to and joyful experience of corporate life. The Committee believes that these activities are valuable supplement to school programmes.

5.(B)6.13. The Committee, therefore, proposes that these organisations be given official recognition by the Boards and Councils after verifying their strength, standard and regularity of programmes. This may have multifaceted impact on all the aspects of co-curricular programmes that the school cannot manage. Students' performance with these organisations and their certification may be given some weightage for entry

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into courses of study and also for recruitment in services where these attainments are relevant. These activities, the Committee asserts, should neither be compulsory nor treated as substitute for the school programme.

5.(B)6.14. It is however necessary to have a suitable monitoring system, because experience shows that all the organisations cannot sustain their activities at the same pitch in all the districts. It is proposed that a federation may be set up with representation of all the recognised organisations, nominees of the Primary Board, Secondary Board and School Education Directorate for maintaining standard.

To prepare well-designed proposal for making vocational education fruitful and attractive at different stages of school education, especially from class VIII, class X and class XI.

(Pages 65 - 80)

CHAPTER - VI

Vocational Education

Introduction

6.1. This item requires the Committee to prepare schemes for making vocational education fruitful and attractive at various stages of secondary and higher secondary education. It goes without saying that fruitfulness and attractiveness are causally related. Any branch of vocational education that can ensure employability - wage or self - of the pupils will be automatically attractive. The fact that vocational courses have so far largely failed to attract students is an irrefutable evidence of their ineffectiveness in this respect.

History

6.2. The idea of vocational education at school level is not a new one. With the understanding that higher education is not meant for all, efforts were made in the pre-independence days by the British rulers to introduce such programmes after the school-leaving stage. The main aim was to meet the needs for technical skill at the middle level in different establishments. There is a long history of committees and commissions dealing with this issue. The Government's attention was drawn to this issue first by the famous Woods Despatch in 1854. Since then and upto 1944 there were at least five different committees that dwelt on this question. The common point in all their recommendations was to divide post-secondary education into two branches - (i) general - for preparing students for higher education and (ii) technical / vocational - for preparing students for gainful employment.

After independence, the Mudaliar Commission (1952-53) and the Kothari Commission (1964-66) recommended bifurcation and specialisation at the Higher Secondary level. The related issues were further examined by the Ishwarbhai Patel Committee (1978) before the scheme was introduced at the national level. But the vocational stream failed to create the desired response and enrolment remained far behind target.

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The Kothari Commission recommended that 50 percent of the students going for H.S. education should be diverted to the vocational stream. In the aftermath of NEP (1986 - 92) the national target was re-set at 25 per cent to be achieved by the year 2000. But according to the findings of the Operations Research Group, which conducted an assessment on behalf of the MHRD, the figure is only 4.8 per cent. Although a few states have much better record than the national average, for West Bengal the gloomy picture will be evident from the figures reproduced below:

Enrolment in the Vocational Stream Under the West Bengal Council of Higher Secondary Education

1 Year	2 Total enrolment (General and Vocational)	3 Enrolment in Vocational	4 per cent of Col. (3) to Col (2)
1998	3,74,136	2696	0.72
1999	3,56,190	3110	0.87
2000	3,69,971	2805	0.76
2001	3,84,466	2681	0.70
2002	3,86,408	2469	0.64

Source: WBCHS

The above table shows that the enrolment in the Vocational Courses has been not only alarmingly poor, but also steadily declining.

The Era of Jobless Growth

6.3. Socio-economic conditions and technological developments coupled with the forces of liberalisation, privatisation and globalisation have created new problems in the field of employment. In the present era of jobless growth, the general courses of education have become largely irrelevant and are alleged to produce unemployables,. The Committee likes to point out that the roots of unemployment lie in the economic system, not in the academic field. All over the world, thousands of gainfully employed people, obviously employable, are being thrown out of employment, not because of any decline in their capability, but because of economic trauma. The current emphasis on self-employment emanates from the organised sector's inability to absorb even qualified people. However, compulsion of situation has rendered these arguments empty polemic. The youth of the country will have to submit to the reality of declining job opportunities and the inevitability of seeking self-employment for what it is worth, and the education system

will have to be more and more market-friendly, whatever may be its social fall-out.

6.4. In view of the deepening problem of educated unemployed, the concept of vocational education has been extended to the field of higher education also. The World Declaration on Higher Education (Paris, October 1998) recognises 'establishing relevance of degree and ensuring employability of graduates as a major challenge before the higher education system. Following this logic the UGC in our country launched an experiment in 1994 by adding vocational components at the first-degree level. Initially this scheme aroused tremendous enthusiasm among young students. But very soon this gave way to despair and frustration, and a steady decline in enrolment followed. The Government of India in pursuance of the NEP (1986-92) took several measures to strengthen Vocational Education Programme (VEP) at the plus 2 stage. Several states received considerable financial support from it for revamping this stream of school education. They also took initiative in this direction. Yet, except in very few cases, success has remained elusive. All this indicates that there is some basic weakness somewhere in the planning and implementation of the programme.

6.5. As reported by the Pandit Sundarlal Sharma Central Institute of Vocational Education (PSSCIVE), Bhopal, the MHRD got evaluation of the VEP done through several reputed agencies. Their studies have identified the major deficiencies of the programme and the factors responsible for its slow progress. Most of these findings are valid in the case of not only the poor performers like W.B., but also the more successful states. The Committee presents below the more relevant points of these reports that, in a way, would indicate the prerequisites for proper implementation of the programme.

Weaknesses

- i. Psychological preference for white-collar jobs through academic courses. According to the National Framework (2000), "the perceived inferior status of vocational education is a global concern" (para 3.8.2.).
- ii. Non-availability of instructional materials for majority of courses.
- iii. Insufficient tools and equipments in schools and no provision for maintenance grant.
- iv. Poor practical training.
- v. Selection of courses and institutions without proper vocational survey.
- vi. No provision for vertical mobility of students in their area of specialisation.
- vii. Poor implementation of Apprenticeship Act.

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- viii. No flexibility in duration of courses, curriculum design and offering.
- ix. On-the-job training is not provided in majority of the situations.
- x. Non-availability of states' share in funding VEP in majority of the States.
- xi. Low priority given to vocational education by the states in comparison with the academic programmes.
- xii. Dearth of full-time qualified and trained vocational teachers.
- xiii. Insufficient infrastructural facilities in schools imparting vocational education.

6.6. During our visits to different parts of the country we ourselves have seen even front-ranking vocational schools suffering from some chronic problems. Lack of full-time teachers has been shown as one of the basic weaknesses. In many cases, part-time teachers are appointed on hourly-wages the amount of which is not commensurate with their qualification and workload. They give up this job as soon as they get better opportunities. Replacements are not readily available. The gap, thus created, jeopardises academic schedule. Frequent changes in teaching staff hamper quality of instruction. Instruments and equipments, essential for practical classes, often remain out of order for months together. Old and out-dated workshops cannot meet the needs of present-day technology. Funds-crunch stands in the way of modernisation.

Courses

6.7. As already mentioned (para 6.5.1(v)), one of the main causes of poor progress of VEP is arbitrary selection of courses without proper assessment of local need. In order to impart viable education, the job potentials in different sectors of the economy must be ascertained through systematic survey, preferably at the district level. Such surveys may be conducted by the academic authority in charge of vocational education in collaboration with the Zilla Parishads and DIETs. Adopting courses without need-assessment would mean repeating the same mistake. Even after launching need-based programmes, it will be imperative to carry on continual research to keep track of changing market demand.

6.8. Obviously, this will be a long-drawn process and waiting for its outcome is inadvisable in view of the urgency of the situation. The Committee would, therefore, recommend that in the interim period several of the courses developed by the PSSCIVE may be introduced after carefully examining their feasibility in the context of infrastructural fa-

cilities that are now available in our schools or may be built in the short run. A list of such courses that may be tried out is given at the end of this chapter. This suggestion is partly based on the Committee's observations during its visits to other states.

6.9. Incidentally, it has been gathered from the PSSCIVE officers that if their programmes are accepted in their totality, retaining the nomenclature, these will be automatically covered by the Apprenticeship Act. It is also important to note that for almost all these courses syllabi and course materials are available with the PSSCIVE. The Committee would suggest that the authorities concerned - WBCHSE for the present - may procure these materials and get them reviewed and, if necessary, edited by experts and then finalise their introduction.

Agriculture and allied fields

6.10. Besides the PSSCIVE's courses referred to above, the Committee has received, courtesy SCERT, valuable suggestions based on the felt needs in our rural areas,. One set of courses has been presented by observers of rural situation who have deep insights into the real economic and social conditions now obtaining in the villages of West Bengal. The other set reflects the considered opinion of eminent academics in the field, including a former Vice-chancellor of Bidhan Chandra Krishi Viswavidyalaya. All these courses are meant for the plus 2 stage, because there is a consensus that VEP should commence only after completion of general education upto the Madhyamik level. Both these lists are also given at the end of this chapter.

6.11. The programmes mentioned in part (A) of the second list will, it is felt, serve the following purposes:

- Reducing cost of production and increasing income.
- Producing balanced diet for one's own family.
- Creating the spirit of working together, marketing the surplus crops on scientific basis, developing idea about the contribution of agriculture as well as of the peasantry to the building of a self-reliant society, and also about the need to usher in a better social order through agriculture and industry.

The Committee realises that in the changed scenario of rural West Bengal, the major need today is provision of different kinds of services, including counselling, preferably through cooperatives. This approach may also open up scope for self-employment. It is

from this understanding that we have included in the course structure, proposed later in this chapter, the concept of cooperative ventures as a core input. Service cooperatives formed by vocationally trained young men and women can be helpful to the farmers in sharing resources and using expensive technology.

6.12. However, the Committee likes to remind the policymakers that these ready-to-start programmes should not breed complacency. Ignoring vocational survey, as suggested earlier, will stand in the way of sustaining VEP itself. Even after developing need-based courses through such surveys, it will be necessary to conduct regular field research to keep track of their relevance, and also update them as and when necessary. The Committee strongly feels that in performing both the tasks of original survey and subsequent research, the SCERT can play a very big and vital role provided this body is strengthened, following the Committee's recommendations contained in chapter 8.

Forestalling Educational Caste System

6.13. The Committee has taken note of the apprehension expressed by some thinkers that job-oriented courses would be the educational equivalent of the caste system. Training for a particular job, they fear, will compel a young student to be stuck with it for life. They also hint at the extent of frustration that would befall the students when they find that the jobs they are trained for are not there. These fears, the Committee admits, are too real to be wished away. In order to partly mitigate possible mismatch between skill acquired and job requirements, the Committee suggests two measures:

- a) Multi-course training - Many of the school-level vocational courses, if properly programmed, can be completed within one year time or even less. It is, therefore, quite possible for individual students to learn two trades - one in class XI and another in class XII. The same student may also go in for even more and varied courses in the open system (discussed later). With some pre-vocational background, such a vocational career would widen employability at least to some extent.
- b) Generic skills - In the age of technology-specific manpower need, considerable number of employers search for not trained but trainable persons. They look for some basic vocational skills so that after recruitment they can arrange necessary training to fit in with their own requirement. To cater to this category of establishments, the PSSCIVE has developed several generic-skill programmes. A list of selected generic courses designed to impart basic and transferable skills, is also given at the end of this chapter.

Institutional Arrangement

- 6.14. Two special features of vocational education have to be taken into consideration while making programmes. First, their varying nature in respect of duration and content. Vocational courses commanding similar market value do not necessarily require the same length of time to cover. The Committee recalls Kothari Commission's wise counsel that the duration of the vocational stream would be one to three years depending on the nature of the particular course. Moreover, the theory- practice weightage need not be equal for all courses.
- 6.15. The second notable feature of vocational programmes is instability of their relevance. Times are changing, and changing very fast indeed. In this 'age of discontinuity' (Peter Drucker), even popular job-oriented trades may lose their market-relevance in course of a few years. A new more useful course may come up. This warrants the planners of VEP to be highly sensitive to market trends, and also pro-active. They will be required to feel the pulse of the job-market and take timely measures to phase out the dying trade and launch the upcoming one, which is a tough task.
- 6.16. This kind of dynamic management, the Committee appreciates, is not possible for the WBCHSE with its straitjacket regulations and preoccupation with the general stream. Successful implementation of VEP essentially requires the setting up of a separate agency with the exclusive responsibility of managing VEP.
- 6.17. All academic activities like framing curricula and syllabi, reviewing and revising them from time to time, preparing study materials, appointing teachers and arranging their training, conducting examination and awarding certificates should be entrusted to such Board or Council for Vocational education. Another important function is keeping track of the passouts, collecting feed back about their success and remodelling programmes on that basis. We have seen impressive record of follow-up of students in some of the states, especially Maharashtra.
- 6.18. This pattern of management for VEP has been adopted by almost all the states following the recommendations of the NEP 1986/92. The report of the Study Team on Vocational Education, set up by the Government of West Bengal (June 2000) suggested creation of 'Vocation Education Directorate' and also a 'Vocational Education Board'.

The Course Structure

6.19. The National Curriculum Framework has suggested the following structure for V.E.P.

- Language - to take care of communication skills and also emotional and intellectual growth of the learner.
- General Foundation Course - This will mainly comprise general studies, entrepreneurship development, environmental education, rural development and information and communication technology.
- Health and Physical Education.
- Vocational electives - "Within each broad area, a number of courses for developing specific competencies are to be prepared. This can be done after a detailed analysis of the functions and tasks expected to be performed by a worker in that area."

The course structure followed in the states that the committee visited are shown in Annexure.

6.20. The pattern adopted by the W.B.C.H.S.E. is as noted below:

1.	First language (Mother tongue / regional language)	-	One paper	-
	100 marks			
2.	Second language (English)	-	One paper	- 100 marks
3 - 5	Physics, Chemistry, Mathematics, Bioscience, BEBM, B.O., Accountancy, E.G. (any three)	-	One paper of 100 marks each	- 300 marks
6-10	Vocational electives	:		
	Theory	:		- 500 marks
	Practical	:		
			Aggregate	- 1000 marks

6.21. In the Committee's judgment, the science subjects add unnecessary load to the packages. Components of physics, chemistry and mathematics can be incorporated in the syllabi of the vocational courses as necessary in the particular area. Omission of these subjects will make room for more relevant vocational contents.

6.22. The Committee likes to propose the following structure that, it believes, will be more effective:

Class XI

1-2	Languages - as at present	-	200 marks
3(a)	Entrepreneurship development	-	50 marks - 100 marks
(b)	Principles and practice of cooperative ventures	-	50 marks

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4-5	Two vocational papers	
	Theory	- 150 marks - 200 marks
	Practical	- 50 marks

Class XII

6-10	Five vocational papers	
	Theory.....	- 375 marks - 500 marks
	Practical	- 125 marks
		Aggregate - 1000 marks

6.23. Attention is drawn to the need to inject as much variety and flexibility as possible. The seven vocational papers included in the proposed structure may cover more than one self-complete trade. The theory-practice ratio need not be identical for all courses. These will be prescribed according to the nature of the courses. Some courses may be terminated in class XI itself. The successful students in the class XI examination may leave off after this stage or may continue with some other course in class XII. In course of time, courses of even longer duration may be considered.

Vertical mobility

6.24. Lack of scope for vertical mobility is often cited as a major factor responsible for unsatisfactory progress of VEPs. The Committee recalls that the Parliament's resolution adopting the Education Policy (1968) accepted the 'effectively terminal character' of the Vocational Stream. Yet, in the light of changed situation, need for the right kind of vertical movement cannot be ignored because in the absence of such opportunities brighter students will have no incentive to join the stream. But, the Committee asserts, entry of the vocational pass-outs in collegiate education must strictly be in corresponding vocational line, and not in general degree courses as is seen in some states. Return of vocational pass-outs to general steam proves the failure of VEPs to make people employable and frustrates the very purpose of vocationalisation.

6.25. In order to facilitate proper vertical movement, provision may be made for reservation of seats or additional weightage for vocational credit in admission to colleges of engineering and agriculture. The Committee has found this arrangement prevailing in a few states.

The non-formal sector

6.26. The formal vocational courses are included in the Higher Secondary curriculum. The

reasons for not introducing such courses at an earlier stage have been explained in chapter 1 (para 1.6.13). However, there is a vast number of students who leave school at different stages and join the world of work as unskilled labour or manage some kind of self-employment. This flow of dropouts accumulates over the years. A telling picture of this tragedy has been painted by the Mitra Commission quoting official figures. (para 7.1.- 7.4).

- 6.27. Vocational training of different kinds can be highly useful for this hapless section of people having different levels of general educational background. The Committee recommends to open the doors of vocational education for these drop-outs from as low a level as class IV. The courses to be offered to them will be widely varied in nature. Their duration may be short, their contents simple, infrastructural requirements of a low order, teachers' qualification not very high. The only feature that will matter is flexibility in all respects. The entry qualification and age limit should not be rigid. The sessions should be as flexible as the courses demand. The working hours should be determined keeping in view the learners' convenience. Flexibility will also be the key principle for the examination system.
- 6.28. The courses will be, as already indicated, large in number and wide in variety. The needs of the learners will also vary almost from individual to individual. Therefore, survey for need assessment should be more thorough, intensive and continuous here than in the case of the formal stream. The non-formal arrangement is the only possible answer to these very real problems. The Committee believes that the responsibility to conduct V.E.P.s outside the ambit of the Higher Secondary Council belongs to the State Open School, i.e., Rabindra Mukta Vidyalaya.
- 6.29. Arrangement for vertical mobility of this group of students should be the task of Netaji Subhas Open University. This university should frame suitable variety of vocational courses with flexible regulation which will be the advanced version of those offered by the R.M.V. Care should be taken to avoid duplication of courses between the two levels and to ensure that courses meant for elementary skills like plumbing, carpentry etc. are not offered by the university.
The State Council of Higher Education may arrange to develop vocational programmes for both formal and non-formal sectors at the degree level after observing success of the courses at the H.S. stage.

Popularising VEP

6.30. As explained in the beginning of this chapter (para 6.1), popularity of vocational courses will basically depend on their ability to produce desired result. Supplementary measures may be adopted for spreading the message of and arousing interest in this line of study, as also overcoming psychological resistance. Campaign programmes highlighting career-prospects of these courses may be helpful. These efforts may be further strengthened by collecting and spreading notable success stories. At the school level, counselling may be resorted to once in class VIII and again for students of class X explaining to them the different aspects of vocational career.

6.31. The Committee believes that in the prevailing economic situation, vocational education has some value. This should neither be underestimated, nor exaggerated. The campaign therefore must be conducted with extreme caution so as not to generate inflated expectation among the students.

Constraints

6.32. In course of enumerating the weaknesses of VEP earlier in this chapter (para 6.5.), the essential pre-requisites for its successful implementation were also indicated. Obviously, launching meaningful vocational programmes on a wide scale would involve considerable expenditure, both capital and recurring. Workshops and laboratories will have to be set up, properly maintained, remodelled and updated from time to time. Course materials of required standard will be necessary for all varieties of courses. Teachers with proper qualification and attitude will have to be recruited, trained and retrained. The Committee likes to draw serious attention of the State Government to all these implications and assert that it will be unwise to hastily adopt ambitious plans in this field without being sure about their sustainability. Failure to provide quality education in this stream may damage its image beyond repair.

6.33. The committee would advise the Government to explore the possibility of getting Central Government's financial support for revamping VEP. It is also necessary, the Committee feels, to institute an enquiry to find out the reasons for West Bengal's failure to take the benefit of the central scheme from which many states have drawn huge amount of funds and put them to good use.

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6.34 *List 1 - List of Vocational Courses selected from those offered by PSSCIVE.*

- Crop production.
- Dairy Technology.
- Accountancy and Auditing.
- Banking
- Marketing and Salesmanship.
- Office Management.
- Air Conditioning and Refrigeration.
- Auto Engineering Technology / Auto Mobile Engineering Technology.
- Building Maintenance.
- Maintenance and Repair of Electrical Domestic Appliances.
- Repair and Maintenance of Radio and TV Receiver.
- Repair, Maintenance and Rewinding of Electrical Motors.
- Bakery and Confectionery.
- Health / Sanitary Inspector.
- Hospital Documentation and Record keeping.
- Medical Laboratory Technician.

List 2 - courses in agriculture and allied areas.

A.

- Knowing the nature of the land including the chemical components of the soil.
- Learning to produce seeds and plants according to the features of the local land.
- Producing organic fertilisers locally, understanding their positive and negative effects, learning their use and application in combination with synthetic fertilisers.
- Irrigation - using surface water, preventing its wastage.
- To know the locally prevalent insects, diagnose and treat the plant diseases, learning to produce organic and inorganic insecticides locally.
- Animal husbandry - learning to rear animals and poultry helpful for agriculture.
- Knowing the agricultural machineries and implements with practical training in their use.

B.

Agriculture & Horticulture.

Production of some high value field and vegetable crops.

Organic farming.

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Production of quality high yielding and hybrid seeds - their processing, packaging, preservation and storage.

Production of bio-fertiliser, organic manure, super compost and vermi-compost.

Nursery raising of seeding and preparation of grafts / gooties of horticultural crops.

Food processing and preservation.

Post-harvest technology - grading, packaging, storage and marketing.

Mushroom production.

C.

Animal Husbandry, Dairy, Poultry and Agriculture.

Production of feed.

Production of milk-based products.

Poultry production.

Agriculture - sweet water / brackish water.

Fish spawn production.

Sericulture, Beekeeping.

D.

Services

Repair & Maintenance of Agricultural machineries & equipments.

Plant protection - Testing & quality determination of (a) Soil (b) Fertiliser (c) Water (d) Seed.

List 3 - selected Generic Vocational Courses

- Occupational hazards and work environment.
- Use of information system.
- Common office equipment.
- Drawing and graphics.
- Basic electrical skills.
- Problem solving and decision-making.
- Drinking water management and sanitation.
- Basic Electronics.
- Introduction to Automation and Robotics.
- Elements of Accounting.
- Basic Building and Construction Materials.
- Computer Fundamentals and its operation.

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6.35 *Vocational Courses (offered by W.B.C.H.S.E.)*

Introduced in 1976.

Courses

1. Agriculture:-

Any one of the following

- a) Crop cultivation
- b) Horticulture & preservation of fruits & vegetable.
- c) Pisciculture.
- d) Poultry & Dairy.

2. Industry (Textile Group)

- a) Textile spinning & Wearing
- b) Textile processing - Dressing, Bleaching, Dyeing and finishing.

3. Technical:-

Any one of the following

- a) Mechanical servicing & Maintenance.
- b) Farm equipment servicing & Maintenance.
- c) Automobile servicing & Maintenance.
- d) Fabrication Practice.
- e) Electrical servicing & Maintenance.
- f) Radio & Electronics servicing & Maintenance.
- g) Civil Engineering Maintenance.
- h) Water supply & sanitary services.

4. Trade & Commerce:-

Any two of the following

- a) Office Procedure & Routine.
- b) Stenography
- c) Cooperative Organisation & Operation.
- d) Banking.
- e) Insurance.
- f) Import Export procedure.
- g) Store Purchase & Store Maintenance.
- h) Salesmanship, Advertising and Display.
- i) Cost Accounting.
- j) Taxation Laws (Income Tax, Sales Tax, Municipal Tax, Octroi).

3. Para Medical:-

Any one of the following

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- a) Pharmacy
- b) Multipurpose Health Education.
- c) Medical laboratory Technology.

Note : Courses 2 and 5 are defamed

Curriculum Pattern followed by the H.S. Council

1. (A) English - 100 marks & (B) Bengali, Nepali, Hindi, Urdu - 100 marks
Or,
(A) Bengali or Hindi & (B) English.
2. 3 Compulsory Elective Subjects from [300 marks]
3. Physics, Chemistry, Bioscience, Mathematics, BEBM, B.O., Accountancy, E.G.
4. Any one or two areas - 500 marks.

List of institutions offering vocational courses:

<u>District</u>	<u>No. of Schools</u>
1. Kolkata	2 (Trade & Commerce)
2. 24Parganas (South)	3 (One Agriculture, 2 Technical)
3. 24Parganas (North)	6 (Agriculture 2, Technical 3, Trade & Commerce)
4. Bardaman	6 (Agriculture 1, Technical 4, Trade & Commerce 1)
5. Medinipur	11 (Agriculture 6, Technical 5)
6. Howrah	5 (Agriculture 1, Technical 1, Trade & Commerce 3)
7. Darjeeling	2 (Agriculture 1, Trade & Commerce 1)
8. Jalpaiguri	1 (Agriculture 1)
9. Uttar Dinajpur	1 (Agriculture 1, Technical 1)
10. Coochbihar	1 (Agriculture 1)
11. Malda	1 (Agriculture 1)
12. Nadia *	4 (Agriculture 1, 2 Technical 4)
13. Purulia	1 (Agriculture 1)
14. Bankura	2 (Agriculture 1, Technical 1)
15. Birbhum	1 (Agriculture 1)
16. Murshidabad	2 (Agriculture 1, Technical 1)
17. Hooghly	3 (Agriculture 1, Technical 3)

	<u>One area of study</u>	<u>Two areas of study</u>
(1) Theory Papers	200	300
(2) Practical Papers & Operation	300	200

Total 53 (Agriculture 23, Technical 24, Trade & Commerce 8)

To give clear recommendations for expansion and development of open school

To give clear recommendations for expansion and development of open school system.

(Pages 81 - 92)

CHAPTER - VII

Open School

- 7.1. Since the beginning of the 60s of the last century, almost all the countries of the world have been facing a critical situation in the field of education, especially basic education. On the one hand, people's demand for access to education became intense and irresistible; on the other, the states found it impossible to garner resources needed for the task of building a massive education system. Governments all over the world, particularly those in the developing countries, were deeply perturbed by this phenomenon. Researches were conducted under the aegies of the international agencies for educational development to find a way out. Researchers like Phillip H. Coombs came out with the prediction that this 'World Educational Crisis' would continue and might aggravate because the States, particularly those in Asia, would find it increasingly difficult to allocate necessary funds for this purpose. As a solution, they recommended that the developing countries should resort to less expensive modes of delivery for mass education. Non-formal education was held out as a viable alternative of which open learning is a major component. This idea influenced the Indian planners from the early 1970s and the thrust of State policy started shifting to the non-formal system.
- 7.2. As observed by UNESCO the purpose of open schooling system is to offer opportunities for part-time study to those sections of adult population that, for some reason or other, have failed to complete school education, and are not in a position now to join the formal system because of their age or occupation.

For Whom?

- 7.3. It is admitted on all hands that in our country spread of educational opportunities has been grossly inadequate. More than five decades after independence India carries a shameful record of 300 million illiterate adults and 100 million out-of-school children. Open school as an alternative system is intended to provide access to education to this deprived mass of our citizens. To quote the currently used phrase, open school seeks 'to reach the unreached'. This unreached hapless population belongs to two broad categories:

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- a) The socio-economically handicapped and the physically challenged who, for various constraints like age, occupation, etc., are unable to take the opportunity of the formal system even if schools are there in their neighbourhood.
- b) Children of school-going age who have remained out of school because of non-availability of opportunity. This group generally belongs to the backward section of the population. Their parents, despite poverty and other kinds of deprivation, are eager to send their offsprings to school, but find their dreams shattered for lack of facilities.

While the people in category (a) require scope for part-time study, children in the other group can pursue regular full-time course.

7.4. The Committee is of opinion that the group indicated at (a) above is the real target of open school. These marginalized people face several hindrances on their way to become regular school-goers. The major hurdles include the following: -

- (i) **Age** - A large number of people are forced to leave school, mainly under economic pressure, by the time they reach standard VIII or so. Later in life they may develop interest and / or practical need to complete schooling and pass public examinations. But by then they have crossed the normal age for entry into the formal stream.
- (ii) **Occupation** - Many young boys and girls have to join the world of work early in their life. Age apart, nature of their job in the organised or unorganised sector, denies them any chance to attend school.
- (iii) **Household responsibility** - Cases of girls leaving school due to early marriage are very common in our society especially in the rural areas. Engagement in housekeeping including childcare debars them from becoming regular students.
- (iv) **Failure in the formal stream** - A considerable number of young students cannot be retained by their schools because of successive failures in the examination at the same class.
- (v) **Physical infirmity** - The physically handicapped very often find it impossible to make regular journey to attend school.

7.5. Besides these problems, these different types of school 'drop-outs' or 'push-outs' usually have varied needs that cannot be satisfied by the formal system with its rigid strait-jacket rules and procedures. The following two may be considered. :

- (a) **Choice of subjects** - Some learners may not aspire to obtain certificates equivalent to School Final or Higher Secondary by passing the full courses of the respective examina-

tions. Their interest may be limited to acquiring working knowledge of a few subjects - may be even one - to suit their job requirements.

(b) *Pace of study* - Obviously, majority of learners in this category have to carry on their studies against heavy odds. They do not get adequate and convenient time to prepare their lessons at home. Non-availability of suitable place and congenial environment puts a further brake to their progress for the examination. They badly need a flexible system that would permit them to go ahead at their own pace and does not compel them to sit for all the papers at a time.

Open Schooling in India

7.6. The open school as an alternative system designs its programmes and frames its rules and procedures keeping in mind the special needs and problems of its target groups. The regulations are, so to say, tailor-made to meet the learners' requirements instead of forcing the learners to submit to their rigidity.

7.7. Before examining the special features of the open school system, the Committee would like to briefly recount the developments in India in this field. A decade after the pioneering endeavour by the Central Board of Secondary Education (CBSE) in 1979, the National Open School was set up as an autonomous institution with the duty to provide open schooling facilities in the country following the guidelines of the National Education Policy, 1986. This novel venture got a shot in the arm in the wake of the resolution about Education For All (E F A) adopted in the World Bank Conference at Jomtien, Thailand in 1990 and also the Dakar International Conference. Urgent need was felt to build up a nation-wide network of open schools for conducting programmes through regional languages. This ushered in the idea of State Open Schools (S O S) following which the Government of West Bengal established its own system in 1997 as a wing of the school education directorate. It may be taken as a happy coincidence that this abbreviation 'SOS' in a sense matches the connotation of the more familiar one standing for Save Our Souls. A couple of years later this S O S was reshaped as a registered society and renamed Rabindra Mukta Vidyalaya. From the 1st day of August 2001, R M V was elevated to the status of an autonomous entity on the strength of an Act passed by the State legislature.

Salient Features

- 7.8. For presenting the special features of the system the Committee chooses the scheme of operation of the RMV, which by and large follows the NOS model.
- 7.9. The RMV Act entrusts the Vidyalaya with the task of imparting open education at the Primary, Secondary and Higher Secondary levels through distance learning mode supported by study centres. The Vidyalaya's statutory role also includes offering courses in vocational areas. However, since inception, RMV has been conducting only Secondary level course. Recently it has launched Higher Secondary programme on a limited scale.
- 7.10. The Vidyalaya operates through accredited study centres spread over different parts of the State. The centres are mostly located in Schools affiliated to WBBSE and WBCHSE. Several NGOs also are running RMV's study centres. Intending learners can get themselves registered in any of the centres according to their convenience. At the School Final level, RMV has two sessions in the year - one from June and the other from December. For the H. S. students, the session commences from June.
- 7.11. The minimum age for admission to the S.F. course is 14 years. There being no upper age limit, any person above 14 is eligible for admission. RMV has thus opened the door of school education even to citizens very senior in age.
- 7.12. Regarding choice of subjects, RMV offers full autonomy to its learners. A learner can select any subject or combination of subjects to suit his / her own need and preference. However, if a learner seeks a certificate equivalent to that of the formal system, then his / her freedom in this respect is naturally curtailed. Such a learner will have to offer all the compulsory papers of the corresponding level in the formal system.
- 7.13. Part-time learners of the open system have to depend mainly on self-study. Designing materials for this purpose has developed into a highly specialised job. RMV gets appropriate self-learning materials prepared by subject-experts, publishes them and makes them available to the learners through their respective study centres.
- 7.14. The distance between the Open School and its learners is sought to be bridged by Personal Contact Programmes (PCP) conducted by the study centres which normally func-

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tion on Sundays, Saturdays (afternoon) and other holidays to suit the convenience of the people in employment. However, learners are not under any compulsion to attend these programmes. They use the SLMs and may come to the centre if and when they feel the need for assistance from the teachers working there. Some eminent experts in the field prescribe the role of PCPs as sessions in 'counselling, tutoring and mentoring'.

- 7.15. Open schools in some cases make use of modern information and communication technology for imparting instructions. Application of computers, T.V.s and other electronic media, it is suggested, would enhance quality of teaching. RMV has not yet adopted such programmes.
- 7.16. In order to lighten the load of several subjects at a time, RMV allows its learners to take examinations in a phased manner according to their preparation that they make at their own convenient pace. They are given nine chances over a span of five years to clear their full Madhyamik course with credit-accumulation facility.

Equivalence and Quality

- 7.17. Giving due recognition to the open system, the Government of West Bengal has accepted RMV's secondary and H.S. certificates as equivalent to those of the WBBSE and WBCHSE respectively. Several state universities have also declared open school pass-outs as eligible for admission in their UG courses.
- 7.18. It has therefore become imperative for RMV to ensure that the education provided by it is intrinsically of a quality comparable to that of the formal stream. There is a lurking doubt in knowledgeable circles whether this is at all possible. We feel that this reservation is not baseless. As observed in the International Conference on "Open Basic Education: Quality Issues" held at Hyderabad in January 2001, "the search for quality remains a dream". On the other hand some staunch supporters of open schooling preach that quality of education delivered by this alternative system is superior to that of its traditional counterpart. The Committee likes all aspects of this important issue to be judged objectively.
- 7.19. Besides consulting available literature on the subject, the Committee has visited a number of RMV study centres in order to assess the actual teaching-learning situation by

interacting directly with the learners, the teachers and coordinators. The strongest positive feature of RMV, as agreed by all of them, is the quality of its study materials. The Committee is happy to observe that RMV has attained commendable success in preparing highly useful SLMs. The Vidyalaya would do well to carry on its efforts to further improve the standard of these books as well as those in the pipeline.

But the Committee is of the opinion that this should not be counted as a unique feature of the open learning system. Since it is possible to prepare this kind of helpful books, there can be no reason why such materials cannot be developed for the use of formal schools as well.

7.20. While giving due weightage to the positive feature noted above, the Committee understands that in its quest for quality, the open school system has to struggle against very heavy odds. The stiffest challenges are posed by the following factors:

- (a) Learners who are somewhat advanced in age may be more mature than the regular school-goers, but lack of continuity of study erodes their learning capacity.
- (b) A very large part of school drop-outs consists of under-achievers. This is evident from those who join the open system after repeated failures in their formal schools. In fact, this group forms a majority of learners in RMV.
- (c) In most cases, the living condition of these marginalized people is far from congenial for study. They have little facility at home in terms of space, time and other types of support from their surroundings.
- (d) The support that the learners get from the PCPs is not at all satisfactory. Some ardent protagonists of open school regret that the PCPs, instead of being exercises in 'tutoring, counselling and mentoring' actually take the shape of conventional lecture classes. By judging the real situation, the Committee is convinced that such classes in larger number is precisely what these part-time pupils require. Counselling and mentoring make little sense to them. These concepts, the committee feels, have been borrowed from the field of open collegiate education and are being inappropriately used at the school level.

It is undeniable that the study centres have very little option in this matter. The teachers there are confronted with the formidable task of helping a heterogeneous group of learners each having his / her own problems in different subjects. The next day the same

teachers may face another group of learners, again heterogeneous in character, with different queries. Thus circumstanced, the centres can hardly arrange anything better than following a class-routine, in the same line as the formal schools do, by allotting specific periods for different subjects where instead of attempting to meet individual queries teachers find it fruitful to discuss the topics following the syllabus. In all its visits to study centres, the committee has found the learners fervently appealing for larger number of working days and longer teaching hours.

- (e) In devising alternative modes of delivery, especially those meant for children and adolescents, it has to be borne in mind that education aims at much more than acquiring proficiency in a few subjects of the curriculum. The system must be able to groom enlightened and responsible citizens of a pluralistic society. The process of instruction essentially needs a healthy social environment offering scope for interaction with teachers, and sharing feelings and experience with peer groups. This is sadly missing in the open system where heterogeneity of the learners in many respects and lack of regular contact retard friendship, involvement and group cohesion.
- (f) The above-noted consideration automatically leads us to the issue of value-education. Deep concern has been expressed in various national and international fora over rapid erosion of values in society which is ascribed mainly to predominance of economic considerations in today's self-centred consumerist life-style. In the National Curriculum Framework for School Education (November, 2000), NCERT has highlighted the school's role in curbing this menacing trend. As mentioned earlier in the present report (Para 5.), the Committee is in full agreement with the NCERT when it says "Every teacher has to be a teacher of values." In many other respects too teachers play an invaluable role in school education. The Committee wants to assert that even excellent print materials cannot be complete substitutes for living teachers. Absence of regular guidance from teachers is a basic weakness of open school. Moreover, learners of this system hardly find any scope of 'learning to live together.'
- (g) The possibility of enhancing quality of teaching by taking advantage of modern information and communication technology may be explored with open mind. But the Committee thinks it proper to put on record the pragmatic view of several researchers who advise the developing countries not to rely much on the use of these sophisticated methods, because the end result of their application will depend not only on the capacity of

the provider to send the lessons, but also on the limitations of the recipients' ability to use them.

7.21. The above discussion may not be mistaken for the Committee's negative attitude to open school. We only want to draw attention to the fact that ensuring comparable quality of education is an extremely difficult, yet inescapable, task for such institutions. The Committee desires the RMV to innovate new methods and programmes to meet the varying needs of the learners coming from different backgrounds. It should explore the possibility of increasing the number and duration of PCPs with non-rigid schedules to match the particular requirements of the locality and the occupation of the learners. The prevailing practice of PCPs being held only on Sundays and second half of Saturdays suits the typical convenience of the office-goers. Regular survey and research have to be undertaken to ascertain whether further flexibility is called for in respect of commencement of sessions, functioning of study centres, examination programmes etc. in order to meet the learners' need more effectively.

Vocational Education

7.22. One area in which open school can play a very useful role is vocational education. The imperative need for vigorous efforts to spread vocational education in our state has been explained in the preceding chapter of this report (Para 6.). The special requirements of vocational courses have also been pointed out there (Para 6.). Formal schools are expected to provide vocational education to regular students of H.S. standard. But a staggering number of school drop-outs at different stages, many of whom have already entered some vocation or the other, and who usually cherish little academic ambition, will be left out of its purview. A flexible non-formal system alone can take care of their problems. RMV is obviously a very appropriate forum for this purpose. The Committee iterates that RMV should introduce various types of vocational programmes after identifying the needs through systematic survey as already indicated (Para 6.).

The other group of 'The Unreached'

7.23. The discussion in the present chapter so far has been made on the premise that the target group of the open system is that indicated in part (a) of para 7.3. We may now turn our attention to the other category of the unreached consisting of about 100 million out-of-school children of our country. Over the past two decades and a half a perceptible

transformation has taken place in common people's attitude to education. The first report (August 2002) of the Pratichi Trust under Professor Amartya Sen tells us that people in towns and villages have developed the conviction that basic education is essential for leading a meaningful life. The disadvantaged people are carrying on a grim battle against poverty and many other odds, but are, at the same time, determined to see that their children do not leave school early in order to join the world of work.

- 7.24. It should not escape our notice that the common people today have become eager not only for access to educational opportunity; they are raising demand for the same quality of education for all children irrespective of their socio-economic status. They are sceptical about the value of the cheaper modes of delivery euphemistically branded as 'cost-effective'. Their doubt, the Committee feels, is not unfounded. The Committee, therefore, is totally opposed to the idea of extending non-formal education to these children who deserve formal schooling.
- 7.25. In making the above assertion, the Committee draws strong support from the observations of the Expert Group set up by the Government of India under the Chairmanship of Prof. Tapas Majumdar. While submitting the report on 29th January 1999, Prof. Majumdar in a D.O. letter to the Secretary, Deptt. Of Education, MHRD, writes "Looking at the Fundamental Right to elementary education as a justiciable legal right of all the people, the Group made the basic decision to calculate the cost of real formal schooling and did not accept the position, often urged on it implicitly or even explicitly, that the cost estimate should be reduced by assuming that only the cheaper variants of non-formal or part-time education needed to be provided for the millions of children who have remained out of school." Further, the very first paragraph of the Group's concluding remarks runs as follow, "To conclude, most of the operational part of this report rests on the simple premise that the granting of the right to elementary education, as a justiciable fundamental right of all the citizens of India up to the age of 14 years, implies that all children, including those who have so far been deprived of the opportunity of schooling, have equal entitlement to a period of formal and normal schooling that the State has already made available to the average school-going child. The Expert Group, therefore, looked at innovative alternative schooling forms but did not favour any different and less costly mode of schooling, whether formal or non-formal, for the deprived children which is sometimes advocated, even if reluctantly, on the off-repeated ground of the shortage of resources in the hands of the state". [Expert Group Report on Financial

Requirements For Making Elementary Education A Fundamental Right, Para 6.1.]

Role and Scope

7.26. In sum, the Committee holds the view that open learning at school level has a very important role to play in extending educational opportunities - general as well as vocational - to those deprived people who, because of age, occupation or any other hurdle, are not in a position to take advantage of the formal system. But its scope should not be extended to out-of-school children of normal school-going age who fully deserve the same formal schooling facility as enjoyed by their more fortunate counterparts.

Strengthening RMV

7.27. After acknowledging the key role of the open learning system in spreading education to the hitherto marginalized people, one must appreciate the enormous responsibility that has to be shouldered by the institution set up in this state for the purpose, namely, Rabindra Mukta Vidyalaya. Since the Vidyalaya represents the State Governments' new venture in a very important area, the Committee deems it proper to dwell at some length on the prospects and problems of RMV.

7.28. It is often alleged that RMV has so far not been able to generate necessary public awareness or interest about its mission and activities. In fact, it has shied away from publicity. RMV authorities confide that they are quite aware of this, but further increase in the number of centres and learners may, they fear, lead to mismanagement.

7.29. Yet the RMV authorities have now launched a big programme to popularise open schooling opportunities through T.V. programmes, district-level conventions and articles in newspapers. These programmes, coupled with the announcement of equivalence with the formal stream, have resulted in a sharp rise in the number of study centres and enrolment of learners. In the next session itself, RMV is going to have more than 100 study centres spread over all the districts of the state. Also, a large number of applications seeking accreditation as study centres are awaiting consideration of the relevant committee.

7.30. The routine activities of RMV include all those performed by the WBBSE and the WBCHSE, although on a much smaller scale but with large variety. It has to be appreciated, however, that whatever the volume may be, functions like preparing curricula and

syllabi, granting affiliation to study centres and monitoring their performance, holding public examination and publishing results etc. involve the same procedure. Incidentally, RMV conducts no fewer than three public examinations a year. Introduction of a variety of vocational courses would further complicate the Vidyalaya's programmes. Proposals for RMV's participation in the SSA and holding of an 8th standard public examination are under its active consideration. There is also a tentative plan to discontinue the system of private examination by the WBBSE channelising the candidates to the open system, which will definitely be helpful to them. It is not difficult to imagine the stupendous volume of work that all these proposals, if and when they materialise, will thrust upon RMV. But the unique and by far the most exacting task being faced by the Vidyalaya is preparing, publishing and distributing SLMs in all the subjects for all the learners.

7.31. The Vidyalaya has somehow been grappling with its current activities on the strength of the following staff-pattern - An honorary Chairman, a Director, and only eleven other sanctioned posts for nine of which the condition is that these should be filled up with retired persons on contract basis. There are only one group C and one group D posts.

In the absence of any supporting units, people have free access to the Chairman and the Director who often have to act like assistants at the enquiry counter meeting visitors' queries. The four tutors cannot but devote a major part of their time and energy to clerical work leaving aside their academic duties. To cap all this, there is no post in the field of finance and accounts although the Vidyalaya handles public money and is required under the law to prepare budgets and get its accounts audited.

7.32. The practice of filling the office of such a growing institution with only retired people needs scrutiny. The experience and efficiency of these senior persons are beyond question. But they cannot be expected to render effective service for a long period of time. Frequent change of personnel hampers continuity of ideas, policies and orientation.

7.33. The Committee is constrained to point out that with this kind of infrastructural infirmity, the Vidyalaya, far from expanding its activities, will fail to do justice even to its present commitments. Unless the state government takes serious note of RMV's essential requirements and gives it due priority in plans, the very existence of this novel and promising institution and also the future of open schooling in this state will soon face a big question mark.

Other relevant matters.

- A) *School Session.*
- B) *School Cluster.*
- C) *Text Books.*
- D) *School Inspection and Data Recording.*
- E) *Upgrading Teaching-Learning.*
- F) *Merit List.*
- G) *Science Education.*
- H) *Strengthening the SCERT*
- I) *Strengthening Teacher Education.*
- J) *Resource Mobilisation.*
- K) *Improvement of School Management.*
- L) *Examination Reforms.*

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CHAPTER - VIII

Other relevant matters

8.(A). *School Session*

8(A).1. When school session in West Bengal was changed from January - December to May - April, one of the major objectives was to bring it at par with the national pattern. Our visit to different states has revealed that the common pattern is June - May. The summer vacation commences from mid-April and ends on 31st May. However, classes remain closed from the middle of March after the annual examinations.

8(A).2. The present pattern in West Bengal has created two serious problems -

- (i) The number of teaching days in class X has been reduced.
- (ii) Teachers face the predicament of correcting answer scripts of school examination & Board examination almost during the same period of time. The Committee has learnt that this has resulted from deviation from the original plan. The Committee therefore proposes the following pattern of school session: -

- (1) Session may commence on 1st June and end on 31st May. Annual examination will be completed by the 30th of April and summer vacation will commence from the 1st of May. Teachers will evaluate answer scripts during vacation and prepare results by the 3rd week of May. About 7 days before the reopening of the school, results and book lists will be given to the students. The date of this programme will be announced previously in the school calendar. This will obviously solve the teachers' problem of having to see scripts of school examination and Board examination at the same time.

8(A).3. This programme will marginally increase working days for class X and taking classes IX & X together, the number of teaching days would be sufficient. The Committee also requests the WBBSE to consider whether the practice of holding a qualifying test examination for class X students can be done away with. This will ensure about 6 weeks of additional teaching. The logic is that students who are found fit to be promoted to class X in the month of May cannot become unfit for the final examination to be held in March. However, for their exercise, the schools should resort to continuous

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unit test. The same pattern may also be advised for the H. S. level.

8(A)4. Considering the challenges of changed situation, the teaching community, the Committee hopes, will agree to correct answer scripts during summer vacation

8(A)5. The Committee has observed that the target number of teaching days is 200 to 220 in other states. The Committee believes that this is attainable in West Bengal also, provided concerted effort is made by all concerned. In its interaction with people from different walks of life, including teachers at all levels, the Committee has sensed that the demand of the new situation is in their realisation. Times have changed, quality has become the central concern in education, and society's expectations have reached an unprecedented level. We shall be betraying our coming generations if we stick to our old ideas and habits regarding vacations and holidays.

8(A)6. In anticipation of a broad consensus in the society, the Committee ventures to propose the following for the secondary and higher secondary stages:

- a) Christmas holidays should be done away with. All the days in the last week of December should be normal working days except the 25th, which may be observed as a holiday.
- b) The part of Puja Vacation after Lakshmi Puja upto Shyama Puja should be earmarked for activity-based learning. Programmes during these two weeks may include, among others, the following activities:
 - (i) Social service and camping,
 - (ii) Cultural activities in areas like music, dance, drama.
 - (iii) Contests in debating, elocution, essay-writing.
 - (iv) Value-focused awareness programmes including lectures on different topics, story-telling.
 - (v) Sessions in English conversation.

The Committee is convinced that such programmes are very helpful in nurturing talents, inspiring creative ideas, sensitising the pupils to the society's needs and problems and offering scope for 'learning to live together'. These also create an atmosphere not only of joyful learning, but joyful teaching as well. It is a common experience that when a school celebrates any big occasion like prize-giving, teachers and non-teaching employees plunge into the task of making the programme all success. They often spend long hours preparing the students for the events mixing with them. This definitely enhances their commitment to the institution. Even former teachers come forward to lend a helping hand in conducting music or drama out of sheer love for the

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school and the students.

The school clusters should be prepared to play a pivotal role in planning, organising and financing these activities. Efforts should be made to keep the expenditure at a modest level, and no burden should be imposed on parents who are unable to pay. Necessary funds for these programmes may be collected (i) by the cluster from grants from the government, panchayets, the community and the meaningful N.G.O.s (ii) by school managing committee from donations by beneficiaries, established alumni, local people and N.G.O.s.

8.B. *School Cluster*

8(B).1. The idea of forming clusters with several neighbouring schools has been discussed for a long time. The Mitra Commission has pointed out some of the benefits of this proposed system. The Committee is convinced that school clusters, if properly structured and put into action, may be of immense value in making up some of the deficiencies of the system and thereby elevating quality of teaching. Such clusters can play a positive role in mobilising and sharing resources, coordinating academic and extra-academic programmes, decentralising examination and arranging important events related to social service and activity-based learning.

8(B).2 The Committee has observed that this project has not been very successful in any of the states. In our state, voluntary efforts have been marginally successful in parts of a few districts. The Committee firmly believes that the School cluster arrangement has assumed new level of importance in the present situation and therefore suggests that its implementation be made mandatory by the authorities concerned.

8(C) *Text Books*

8(C).1. It is observed that in the case of publishing text books for the secondary and higher secondary levels, many publishing houses are in the habit of violating the rules and norms prescribed by the Board and the Council. In many cases volumes of the books become the cause of panic for the students. Thus the prescribed syllabi are artificially and unnecessarily made to appear much heavier than they actually are. Further, differences of information and data presented in different books create confusion among the

students. This phenomenon is creating considerable problem in achieving the goals of education. As a remedy, the Committee suggests, following the pattern in some other states, that the WBBSE and the WBCHSE would prepare through experts the manuscripts of all the text books. The responsibility of printing, publishing and selling the books at prices to be fixed by the authorities may be left to empanelled publishers in the private sector. This arrangement should be on the basis of specific contract between the authority concerned and the publisher specifying the necessary terms and conditions. The Board and the Council should be empowered by statutory provision to take punitive action in case of any violation of the conditions.

8(D) *School Inspection and Data Recording*

8(D).1. While recommending the curriculum at primary, secondary, higher secondary and vocational levels and suggesting measures for parity with other state boards, we must ponder over successful implementation of the recommendations at the school level. Several other Education Commissions and Committees formed earlier by the central and state governments proposed very important and worthwhile reforms for the school education pattern. But there was no systematic monitoring or review of the process of reform at the school level. Not much effort was given to find out why many schools could not perform satisfactorily and what measures of remedy could be adopted. We suggest that in addition to the routine inspection of schools being carried out over half a century, school inspection should be thoroughly reorganized with definite goals. The school inspection should be done not only with the aim of overseeing the performance or non-performance of a school and suggesting measures against the failure, but the inspectorate should also make a realistic assessment of the success and failure of a school with an emphasis on the adoption of new procedure and curricula recommended by the authorities from time to time. In case of failure, the school inspectorate should find the actual reasons and difficulties faced by the school. Any shortcoming regarding the available infrastructure, motivation of the teachers and students and the role of socio-economic environment in the neighbourhood of the school should be properly and systematically recorded. All this information should be deposited in a database and that should form the input for any subsequent committee that may be constituted later. Any Commission should have data on the present situation in the schools. Quantitative evaluation of the data is very important. The SCERT should have a cell for continuous assessment of the schools and storage of the data in computer. It is difficult and practi-

cally impossible to do this job manually. This will also help formulation of objective criteria for any subsequent committee.

8(E) ***Upgrading teaching-learning***

8(E).1. It is highly acclaimed that in the state of West Bengal the number of students and schools have increased by a large factor in the last twenty five years. It has been possible to persuade almost every family, both urban and rural, to send its children to schools. Whatever may be their means, the guardians want their children to get educated in schools. This is reflected in a significantly large number of first generation students. We are in a take-off stage to achieve hundred percent enrolment of children in schools. After getting their enrolment we must see that these first generation learners can come at par with other students. The common experience with schools in the city neighbourhood and also our discussions with the teachers of some schools reveal a very disturbing situation. What we find shocking is that the schools are getting socially classified. We do not know when the process started. But it is known that in the city and suburbs (we assume this is also true in the districts) there are a large number of schools that can attract only students from socially and economically backward classes. Normally guardians of educated middle class or higher income group do not like to send their children to these schools where a large number of first generation students study. It is true that the students should learn mostly from their teachers, but they can also learn from their fellow students or classmates. The first generation students are completely deprived of these opportunities. Through School Service Commission all the schools now get teachers of similar quality. Students of all government and Government-aided schools have similar fee structure. But many guardians often think that the teaching standard is different in different schools. Had there been a composite structure in the student enrolment all students would have benefited. This would also benefit the teachers. The less favoured schools have a hard task to improve their results at the state level examinations. We noticed that in such schools many teachers get disappointed although they are sufficiently motivated. We must note that all teachers would desire that at least some of their students perform well in the final examination. If this is not the case the teachers of these schools lose interest in serious teaching. In such a case the recommendations of various Committees often benefit the students of only the so-called better schools. On the other hand this becomes a burden for students of other schools. This condition may be true in the entire country and it is a very

difficult and somewhat delicate problem. Can we do something to get parity in the schools?

8(E)2. We do not propose any measure that will lower the standard of education in the reputed schools. But we must find a way for upgradation of standard in all schools. We can consider the following steps in that direction. In many developed countries students are allowed to enrol only in schools in the neighbourhood of their residential area. A student is usually not allowed to travel longer than a certain distance (say 2 km) from his / her home. This process may be suggested for all government-aided as well as private schools. Before taking such measures it is necessary to know if there is uniform distribution of reputed and non-reputed schools in different localities. Except parts of North and South Kolkata this may be the case in most of the regions. For this plan, the long overdue task of school mapping should be completed without delay.

8(E)3. In this context, the Committee requests the Government to consider the possibility of adopting a uniform method for admission to class I to be followed by all schools.

8(F) ***Merit list***

8(F).1. The Committee would like to comment on the merit list of the students in the final examinations. Every year it has become a ritual to publish a list of 20-30 students who have topped the list of successful candidates. By noting the performance of the students in the subsequent years of study, it is found that the students occupying the first three to five hundred places are equally good. It is a matter of coincidence that a few students occupy the first twenty positions. In case another examination could be held in the same year the merit list might change completely. This process encourages a few students, but discourages a much larger number of students who could not make it by sheer chance that is built in our examination system, although they also have the same merit. There is an additional factor. Almost all the students who top the list admit that they had to take help from six to seven private tutors in order to score the high marks. There are other students who may be equally meritorious, but could not afford to have a private tutor. Thus the students are forced into an uneven competition. Further, it is really disgraceful to see a few toppers acting as advertisers in the media for some business concerns. It may be pointed out that such system of publishing a merit list of first few positions does not exist in any country and in most of the states in this country. Sometimes a best student is chosen on the basis of academic and extra-curricular per-

formances. We do not have a scope of testing extracurricular activities at the state level. In such a situation, the Committee would suggest that the authorities should abandon the practice of publication of the merit list. A list of first few hundred students may be maintained in order to find eligibility for National scholarships or such other awards.

8(G) ***Science Education***

- 8(G).1. In the Committee's opinion science education pattern should be thoroughly revamped in the state. Every school should have a workshop with small tools of daily use for hand-on experimentation on scientific principles. Students from class V onwards should be allowed to have practice in workshops. Teachers in science classes should take help of examples from these tools in the workshop so that the students have a direct knowledge of the applications of basic principles. Such a workshop will not cost much, but it will have immense impact on the students. Many developed countries follow somewhat similar procedure.
- 8(G).2. Another problem is the question of language. If we want to give proper science education we must emphasize on the use of the mother tongue. We need good books and reading materials in Bengali and the other regional languages which are used as media of instruction. SCERT should get seriously involved in the preparation of these books, which should be both informative and attractive. Possibility of establishing a State School Text Book Board may be seriously explored. In every developed country in the world, including China and smaller Asian countries, science education is imparted through their own languages. This is true even for computer education. If we want computer education in schools, we have to develop softwares in Bengali and the other language, the desktop and icons should also be in these languages. All the instructions should be in the mother tongue. If all countries in the world can do it we should also be able to do the same. SCERT can set up a team of experts for production of these softwares. There is a misconception that without using English our students will lag behind others. What matters is the knowledge of subjects like science or computer, not the language alone. Computer has its own language. The emphasis on English might benefit a few, but will deprive many of the chances of higher education. In the highly developed countries like Germany or Japan, students are very poor in English. But they are the best in Science. This is clear from the performance of students from different places in other countries. The former students of these countries have done much

better than former Indian students. Although some Indians have done well, the relative rate of success is much less. American universities now prefer Chinese students to the Indians in spite of the formers' relatively poorer English. The reason is that they get better science education in their country. Some schools do well in English medium. We need not disturb them. But the approach of the Government should be development of science education in Bengali and regional languages.

What the Committee is trying to bring home is that the aim should be improvement of educational standard of all, not for a few meritorious students studying in reputed schools. Students, both boys and girls, should be encouraged to organise activities relating to science club, nature study, trekking and rock-climbing.

8(H) ***Strengthening The SCERT***

8(H).1. This Committee has tried to do justice to its assignment, but feels that there are many other aspects of school education system that require regular review, modification, reformulation or reiteration. Although the Committee believes that every change in the society does not warrant major revision of school curriculum, yet changes have often to be effected in syllabi, their thrust areas, co-curricular and extra-curricular activities in order to keep pace with the dynamics of time. Even the transaction of the same courses may need adoption of a new approach or methodology. Coping with these tasks, essential for quality education, requires regular survey, research, training and orientation not only of teachers but of other functionaries as well. It is precisely to meet this challenge that the State Council of Educational Research & Training (SCERT) was set up more than two decades ago as a wing of the State Government, and is still working with that status. But considering the volume and variety of the serious academic duties it is expected to perform, especially in this age of rapidly changing socio-economic and cultural environment, this council is handicapped for lack of infrastructural facilities and necessary manpower. The major problems, as reported to the Committee, are noted below:

8(H).2 Acute shortage of permanent faculty:

i) Only one faculty in the rank of Assistant Professor (S.G.) (retirement due on 31.01.2003) and some research fellows (on contract basis for one year) are now sharing the academic responsibilities of the Council along with the Director. The academic activities

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include cooperation and collaboration with several state, national and international agencies in carrying out research, extension programmes, workshops, seminars etc. Thus there is an urgent necessity to augment the academic manpower of SCERT for its efficient functioning.

- ii) Library functions of a State-level research institute like SCERT are being seriously hampered without a librarian as well as for want of space in the present premises.
- iii) The administrative office of SCERT without a Head Clerk or Secretary or any other administrative officer demands a lot of attention and time of the Director in resolving administrative, legal and financial matters, some of which are long-pending issues. In fact, the Director finds little scope for serious reflection and meaningful planning after attending to the day-to-day problems of the office.

8(H).3. Lack of space in the present premises:

Some of the assets acquired through merger of seven institutions into SCERT could not be accommodated properly due to lack of space. The Council is unable to accommodate the resource persons and participants who come to Kolkata from different districts of the State to attend the academic programmes of SCERT due to lack of proper facilities and space.

8(H).4. Lack of infrastructure:

There are no separate laboratories for Physics, Chemistry and Life Sciences, causing difficulties during various training programmes conducted by SCERT. The functions of educational technology unit of SCERT cannot be performed without a proper laboratory for the same purpose.

8(H).5. The Committee is convinced that for enhancing and maintaining quality of school education in its entirety, it is imperative to strengthen the SCERT. To that end, the Committee likes to make the following recommendations:

Short term measures:

- a) Immediate filling up of the academic posts lying vacant,
- b) Filling up of the posts of Librarian and Finance Officer,
- c) Creation and filling up of the posts of Joint Director, Assistant Directors (5), Secretary and Head Clerk,
- d) Installation of five computer systems,
- e) Enrichment of the library with subscription to national and international journals on education.

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Measures to be adopted in the long run:

- a) Granting of academic control of the emerging DIETs to the SCERT,
- b) Specifying the status of the SCERT and defining its role in relation to the implementation of major educational programmes adopted from time to time at the National and State levels.
- c) Completing construction of the proposed building / complex on the land allotted to it in Salt Lake with provision for hostel accommodation,
- d) Creating a separate EMT (Educational Management and Training) cell in the SCERT.

8(I) *Strengthening Teacher Education*

8(I).1. The foundation of school education lies in the economic, cultural, moral and social issues in a contemporary society.

The ‘Teacher’ has always occupied a pivotal position in any system of education. Teacher’s competencies and commitment in resolving all relevant domains of school education are the major determinants for spreading the access and maintenance of quality in school education.

In tune with the previous Commissions and Committees since independence, this Committee reiterates the need for strengthening the system of Teacher Education in West Bengal.

8(I).2. The Committee believes that curriculum development in Teacher Education programme should be given high priority, which requires determining the needs of the teachers, needs of the society; analysing their needs in the light of the accepted Philosophical, Psychological, Educational and Sociological principles; designing appropriate strategies of implementation and evaluation. The process also involves continuous research and innovation.

8(I).3. The Committee asserts that establishment of a strong network for planning, organising and evaluating TE programmes as well as for sharing of resources is essential among the SCERT and PTTIs, DIETs, B. Ed. Colleges, CTEs, IASE, University Departments of Education, and autonomous Boards / Councils in the State as well as with the National and International organisations.

The Committee believes that a network of all such professional organisations in the State will facilitate formulation of policy in regard to design of Teacher Education curriculum with need-based ‘academic’ and ‘professional’ components. This will also be

REPORT OF THE SCHOOL EDUCATION COMMITTEE

useful in creating and maintaining a much needed data-base for preparing annual plan or perspective plan in Teacher Education in the State while determining priority areas for allocation of funds. The ever-increasing Information Technology (IT) network in the state may be utilised for the management of Teacher Education programme.

- 8(I).4. The Committee feels that effective management of Teacher Education in all its aspects like planning, organising and evaluating also requires strengthening the SCERT by setting up an Educational Management unit with adequate resources.
- 8(I).5. The Committee urges that the issues of spreading access and improvement of quality in school education will depend much upon the 'Teachers' vis-à-vis the quality of the system of 'Teacher Education'.

Often bottlenecks appear because of the fact that Teacher Education and School Education are under the control of two different ministries. The Committee urges the Government to provide some administrative linkage between the two so as to resolve this knotty issue.

Remembering the laudable role played by the 'Teachers' organisations at all levels in our state in improving quality of education, these Associations may be involved in such exercise.

8(J) ***Resource Mobilisation***

- 8(J).1. It is well-known that with scarce resources quantitative expansion of school education and improvement of its quality are not simultaneously possible. During the last two decades and a half priority has very correctly been given to increasing access. As a result attainment of desirable standard of teaching has suffered considerably. All avenues of mobilising additional funds must be explored in order to enhance the quality of teaching at the school level.
- 8(J).2. For this purpose, the Committee believes, involvement of the community is essential. It is found in many cases, particularly in the rural areas, that common people do respond favourably to any appeal in this direction. In many of the states, particularly Tamil Nadu, we have seen that the Parents-Teachers Associations (PTA's) play a very constructive role in improving the infrastructural facilities of the schools. They raise funds for building-repair and extension, purchasing furniture, books and equipments and also

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paying the salaries of part-time teachers. They also shoulder the responsibility of providing mid-day meals in primary schools.

8(J).3. In our state Secondary Schools are being managed by the Managing Committees whose powers and functions have been clearly stated in the relevant rules. Recently, the management rules have been amended making room for a larger participation of guardians. The Government may consider whether these Managing Committees can be entrusted with the task of collecting, from beneficiaries and well-wishers, funds for the improvement of the school strictly following the principle of ability to pay. The Committee also likes to reiterate Mitra Commission's recommendations regarding levy of Educational Cess.

Several depositions received by the Committee have demanded that the business concerns of the Central Government working in the State should make some allocation of funds for education. They also contend that the corporate sector should play a positive role in this matter.

The Committee knows that there are corporate houses which do offer liberal assistance to schools for developmental projects. There is scope, the Committee feels, to extend this gesture more widely.

8(K). ***Improvement of School Management***

8(K).1. With the rapidly increasing complications of the socio-economic environment, managing an educational institution is becoming a really difficult proposition. It may be noted that the Jnanam Committee proposed that there should be provision for all administrators in the field of colleges and universities to undergo specific management training on the basis of properly designed curriculum. The Committee has noted that the W.B.B.S.E. has launched a programme of training for Heads of the Institutions. The stress however is on the procedural matter with very little theoretical components. It is proposed that a handbook of School Management may be prepared incorporating certain basic tenets of principles and practice of management. Training programmes with such theoretical orientation may be organised not only for Heads of Institutions, but also for senior teachers and other elected members of the managing committee.

8(L). ***Examination Reforms***

8(L).1. The present system of examination, particularly at the Madhyamik and H.S. levels, has come under close public scrutiny in almost all parts of the country. A large number of

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seminars and workshops have been held and a plethora of recommendations for its reforms have come out. The NCERT also has seriously considered various aspects of validity, credibility and transparency of the system. In this state WBBSE and the WBCHSE have, in collaboration with the SCERT, formulated some suggestions. All these recommendations are too well known to need repetition. The system of spot-evaluation of answer scripts with all its merits, limitations and financial implications has very often been considered. Hence this Committee does not feel it necessary to open this issue.

However, the Committee would like to record its observation on the practice of post-publication review of answer scripts. It has been pointed out from very responsible and knowledgeable quarters that re-evaluation of answer scripts is not very scientific. Accepting subsequent examiners' judgement, they argue, implies that no verdict is perfect or infallible. This logic, therefore, requires extension of the exercise to further examiners and the process can have no finality.

In its visit to the other states, the Committee found that the practice of re-evaluation / review is not followed in many of them, including the CBSE. In some states a limited version is practised. In Karnataka, for example, on payment of Rs.150/- an examinee can obtain a photocopy of the particular answer script. If after that he or she demands a re-evaluation, he or she will have to apply for that and pay another fee of Rs.450/-. The re-evaluation in such cases will be made by a special board consisting of three experts to be chosen by the authorities. If, on re-evaluation, marks are altered by 6% or more, the evaluation fee will be refunded. It should be noted that this facility is available only in case of Mathematics and Science subjects. However, the experience is that examinees' interest to take this advantage is declining.

The Committee feels that such a system may be adopted for increasing the credibility and transparency of the public examination system. As in the other states, the practice should be confined to Mathematics and Science subjects only. Review in general may, in that case, be done away with.

C H A P T E R - IX

*Summary of Findings
and Recommendations*

(Pages 107 - 116)

CHAPTER - IX

Summary of Findings and Recommendations

- 9.1.1. The merit of curriculum and syllabi has to be judged keeping in mind the stated objectives of the particular stage of education (1.6.9).
- 9.1.2. So far as primary education is concerned, the curricula are almost identical in all the states excepting the teaching of a to every primary school (1.5.4).
- 9.1.3. There is a broad parity in the curricula followed by the other states with those existing in West Bengal at the secondary level. The notable difference is found only in the pattern of teaching the science subjects and the social science subjects. While the other states have adopted an integrated approach, West Bengal teaches the subjects separately (1.6.2).
- 9.1.4. Another difference which has indirect effect on curricular load is the system of examination. In most cases the final examinations are held covering the topics meant for class X (for secondary) and class XII (for H.S.). In West Bengal the examinations are taken on the basis of composite units taught in classes IX and X (for secondary), and XI and XII (for H.S.)
On both the above counts the Committee considers the system followed in this state academically more sound (1.6.7).
- 9.1.5. The centrally managed boards are run following a different philosophy. Hence there is no point in comparing curricula followed by them since they have no commitment to mass education. This is so because their principal objective is to cater to the needs of Central Government employees whose services are transferable. (1.6.9).
- 9.1.6. The third language should be taught from class VI to VIII and Bengali / Nepali should be the compulsory third language for students who do not study any of these either as the first or the second language (1.6.2).

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- 9.1.7. Work education should be redesigned and reintroduced as a compulsory component at the secondary curriculum, carrying 50 marks. (1.6.11).
- 9.1.8. Physical education should be made a compulsory examination subject for the Madhyamik (50 marks) and also an elective group at the H. S. stage. Provision should be made for suitable relaxation / exemption in case of the physically handicapped. (1.7.2).
- 9.1.9. The system of passing in subject-groups at the Madhyamik examination should be phased out in course of five years. To begin with, the qualifying marks for individual subjects should be raised to 25 with effect from the examination to be held in 2004. (1.6.2) .
- 9.1.10. In the formal stream V.E.Ps. should be conducted at the H.S. level after completing 10 years of general education. Some pre-vocational optional subjects may be offered in classes IX & X. (1.6.13 & 1.6.14)
- 9.2.1. The issue of coherence or lack of it between curricula / syllabi has to be judged keeping in mind the specific objectives at different levels. The Committee did not come across any views alleging gaps between the primary and the secondary stages. Regarding the widespread perception about lack of balance between the secondary and higher secondary stages, the Committee affirms that there is no unreasonable gap, and hence there is no scope for upgrading the secondary course or downgrading the H. S. programme. The wrong perception is the result of the distortion of syllabi, text books, teaching and question-setting often resorted to with an eye to serve other purposes. The necessary adjustment in the syllabi of specific subjects have already been suggested by the 'Comparability Committee'.(2).
- 9.2.2. The Joint Entrance Examination for Medical & Engineering courses should be abolished. If, however, it has to be retained for some compelling reasons, the syllabus and the standard of evaluation should be identical with those of the H.S. examination and in computing the final result, at least two-thirds weightage should be given to the candidates' score in the relevant subjects at the H.S. examination. This practice is followed in Tamil Nadu (2.24).

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- 9.3.1. In the Committee's opinion, only one language, the mother tongue / regional language, should be taught upto class IV. (3.7).
- 9.3.2. Preparation should be made for result-oriented teaching of English as the compulsory second language from class V. Decision in this respect should await the result of the survey suggested by Prof. Sarkar's Committee. (3.11 & 3.12).
- 9.3.3. Time-bound research programme should be undertaken for designing appropriate syllabus, developing standard teaching materials and effective teaching methods, followed by extensive teacher orientation. (3.14)
- 9.3.4. Special attention should be given to improvement of competency in mother tongue. (3.14).
- 9.3.5. A compulsory third language, to be selected from out of a list approved by W.B.B.S.E., should be taught in classes VI to VIII.(3.19).
- 9.3.6. For all students who do not study Bengali / Nepali either as a first language or as a second language, Bengali / Nepali should be the compulsory third language. These students should have the option to continue study of Bengali /Nepali as an additional subject in classes IX and X. (3.17).
- 9.3.7. Tribal languages should be taught in such a way that sentiments of this section of people are honoured and at the same time their future prospect in higher education or employment market is not disturbed.(3.15).

- 9.4.1. The Computer Literacy Programme introduced by the state government from class VII to XII in selected schools of West Bengal should be withdrawn, because it is not consistent with the aims of mass education and also because the programme is being implemented in an extremely undesirable manner. (4.7).
- 9.4.2. Decisions on all academic programmes should invariably be taken by the respective Boards or Council. (4.7).
- 9.4.3. Computer Literacy Programme may be organised outside the School Education system

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at resource centres to be tagged to school clusters without charging any fees from the students.(4.7).

- 9.4.4. Information Technology encompasses theory and practice of a number of technologies including computers, which are used to create, store and disseminate information. Therefore, implementation of any programme at school level must be preceded by proper designing of the management of the system particularly with emphasis on academic needs of students for both I.T. education and I.T. enabled education. (4.7).
- 9.4.5. Teaching of Computer Application as optional subject in classes IX and X and also as elective subject at the H.S. level should be strengthened. No business concern should be involved in this process. (4.7).
- 9.4.6. Care must be taken to ensure that computer education under the auspices of the Government or the Statutory Authorities does not create any divide on the basis of economic or social condition of the pupils. Priority in this matter must always go to the less privileged students of the state. (4.7).

- 9.5(A).1. No curriculum true to its purpose can be value-free.[5(A).8].
- 9.5(A).2. In the course being followed in our primary schools the values to be inculcated through curriculum and other activities have been spelt out adequately. At the secondary level objectives of studying different subjects as stated in the syllabi partly serve this purpose. .[5(A).11].
- 9.5(A).3. Erosion of values has become a major concern throughout the world and the education system is expected to play its role in reversing this trend more effectively. Hence additional emphasis needs to be laid on this aspect. .[5(A).3].
- 9.5(A).4. Several sets of cherished universal human values can be identified towards this aim. .[5(A).10].
- 9.5(A).5. Value education should not be a separate subject for teaching or examination. It

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should be integrated in all the subjects taught and all the activities undertaken in the school. .[5(A).11].

- 9.5(A).6. Literature is the most effective means to inculcate values. Therefore every piece - story, essay, poem, drama etc. - must have specific value focuses. .[5(A).11].
- 9.5(A).7. The Committee strongly disapproves of inclusion of religious component in any form whatsoever in school curriculum. Following Rabindra Nath Thakur, we assert that any attempt to forcibly mix acquisition of knowledge with religious instruction is tantamount to indulging in either folly or hypocrisy. [5(A).6]
- 9.5(A).8. Schools should celebrate / observe secular occasions / festivals. [5(A).7]
- 9.5(A).9. Students' hostels should not be divided on caste or communal lines. [5(A).7]
- 9.5(B).1. Health means physical, mental and social well-being. Education at the school level cannot be complete without taking care of these dimensions of developing human resources. .[5(B)2 &5(B)3].
- 9.5(B).2. Physical education was a part of a compulsory examination subject at the Madhyamik level upto the mid 1990s. At present it is compulsory upto class VIII and optional thereafter. [5(B)5.2]
- 9.5(B).3. Physical education should be restored to its erstwhile status of a compulsory subject at the Madhyamik examination carrying 50 marks. [5(B)5.2]
- 9.5(B).4. Arrangements should be made for the participation of all students in athletics and different games. Provisions should be made for necessary relaxation / exemption for the physically challenged pupils. [5(B)5.2]
- 9.5(B).5. Lack of infrastructural facilities, if any, should be made up through sharing of resources. [5(B)5.6]
- 9.5(B).6. Less expensive indigenous games like Kho-Kho and Kabaddi should be encouraged. [5(B)5.6]

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9.5(B).7. The aspects of mental and social well-being are generally neglected. Of course effective value education may partly address this issue. [5(B)6.2]

9.5(B).8. Increasing stress and strain of modern life is causing spread of behavioural disorder among students with various manifestations. This calls for more direct intervention. [5(B)6.4]

9.5(B).9. Ignorance about sex-related matters is a major root of behavioural disorder. [5(B)6.8]

9.5(B).10. Concept of adolescence education is being propagated from various national and international agencies. One of their main concerns is prevention of A.I.D.S. [5(B)6.6]

9.5(B).11. Taking a broader and more comprehensive approach, a new course named 'Life-style Education' may be introduced from class VIII onwards. [5(B)6.7]

9.5(B).12. A part of this programme will be included in the Life Science syllabus but the major portion should be based on activities to be planned in consultation with experts. [5(B)6.10]

9.5(B).13. Many of the activities for health education - physical, mental and social - are not possible to be organised in most of the schools. To supplement the schools' efforts, the activities of voluntary organisations may be formally recognised. A federation of organisations like Sab Peyechhir Asar, Bratachari Samity, Moni Mela, Boys' Scouts, Kishore Bahini, Jatiya Krira O Shakti Sangha, etc. may be set up with representation of the Boards, Council and the Government. This body will monitor the standard of performance of the organisations. [5(B)6.12 & 5(B)6.13]

9.6.1. In spite of much emphasis given to vocational education at the plus-two stage, the result at the national level has so far been disappointing. The picture in West Bengal is extremely poor. (6.2)

9.6.2. Several causes of this slow progress have been identified by research studies conducted by expert groups at the national level. (6.5)

9.6.3. These causes indicate the conditions to be fulfilled for successful implementation of

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vocational education programmes. (6.5)

- 9.6.4. Vocational courses should be designed after making systematic survey in the districts for identifying the actual needs. In the short-run, some suitable courses may be selected from the large number of programmes prepared by the P.S.S.C.I.V.E. (6.7).
- 9.6.5. Special emphasis should be given to the requirements of rural West Bengal. For this, courses have been suggested by eminent academic persons and also veteran observers of rural society. (6.10).
- 9.6.6. Efforts should be made to open broader employment possibilities through generic programmes and also multi-entry short-run programmes. (6.13)
- 9.6.7. In view of the variety and flexibility in the nature of vocational courses, a separate Board or Council should be set up with the exclusive responsibility of conducting the V.E.Ps. (6.16).
- 9.6.8. The need of vocational training for school dropouts at various levels and people in employment should be met by introducing flexible vocational courses under the R.M.V. (6.28).
- 9.6.9. Vertical mobility should be provided for only in the specific field corresponding to the V.E.Ps at the H.S. level. In the formal stream this can be planned by the State Council of Higher Education while for the non-formal sector the challenge may be taken up by the Netaji Subhash Open University. (6.24 & 6.29).
- 9.6.10. For popularising V.E.Ps, campaign programmes may be undertaken highlighting success stories. Vocational counselling may be helpful in motivating students. (6.30).
- 9.7.1. Open learning at school level has a very important role to play in extending educational opportunities - general as well as vocational - to those deprived people who, because of age, occupation or any other constraint are not in a position to take advantage of the formal system. (7.3).

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9.7.2. Scope of open schooling should not be extended to out-of-school children of normal school going age who deserve the same formal schooling facility as enjoyed by the more fortunate children. (7.24).

9.7.3. R.M.V. should be more innovative in making its programmes accessible to larger number of learners. (7.21).

9.7.4. The state government should take steps to provide necessary infrastructural facilities to strengthen the R.M.V. (7.33).

9.8.1. Measures should be taken to invigorate school inspection and data collection / preservation facilitating meaningful planning to upgrade school education system. [8(D).1]

9.8.2. For improving standard of teaching, efforts should be made to bring about even distribution of students in all the schools. A uniform method of admission to class I should be followed by all schools. [8(E).1]

9.8.3. The practice of publishing the list of top 20 to 30 students in the Madhyamik and H.S. examination should be discontinued. [8(F).1]

9.8.4. The pattern of science education should be revamped for which standard text books in regional languages is a basic requirement. Also, workshops with simple tools should be set up in all schools. [8(G).1]

9.8.5. Comprehensive and coordinated arrangement should be made for regular teacher education. [8(I)]

9.8.6. Occasional training sessions should be organised for improving school management. [8(K).1]

9.8.7. The SCERT should be properly strengthened to play its desired role in educational research and training. [8(H).1]

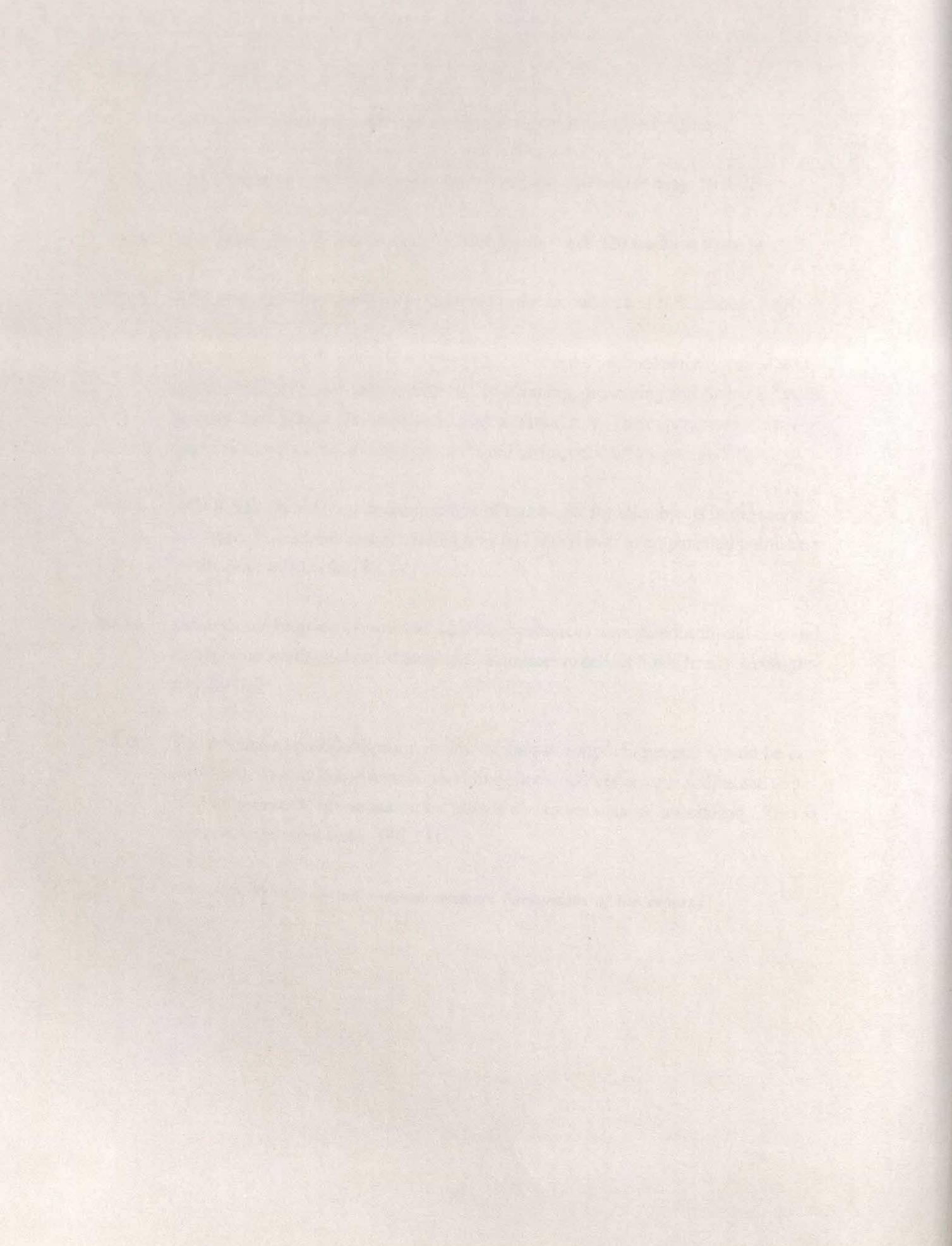
9.8.8. Provisions should be made for formation of school clusters obligatory. Their purpose,

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composition, powers and functions should be laid down clearly. [8(B).2]

- 9.8.9. School session should commence on 1st June and end on 31st May. [8(A).2]
- 9.8.10. Concerted effort should be made to reach the target of 220 teaching days. [8(A).5]
- 9.8.11. Christmas vacation should not be observed in the secondary and H.S. schools. [8(A).6]
- 9.8.12. A part of the Puja Vacation should be utilised for out-of-school activity-based learning preferably through school clusters. In planning, organising and financing these programmes, school clusters should play a central role. The expenditure should be kept at a modest level and no burden should be imposed on the parents. [8(A).6]
- 9.8.13. W.B.B.S.E. should prepare manuscripts of text books for all subjects in the secondary stage. Publication and marketing may be handed over to empanelled publishers on the basis of M.O.U. [8(C).1]
- 9.8.14. Drive should be given to mobilise additional resources through educational cess and also by empowering school Managing Committees to collect funds from the community. [8(J).3]
- 9.8.15. The practice of post-publication review of answer scripts in general should be discontinued. Instead, the system of providing photocopies of answer scripts and thereafter, if necessary, re-evaluation by boards of experts may be introduced. This is found in some other states. [8(L).1]

[N.B. Figures in the brackets indicate Paragraphs of the report.]





The Committee in its meeting



Members listening to the views of the veteran thinker Dr. Pratap Chandra Chunder, former Union Education Minister



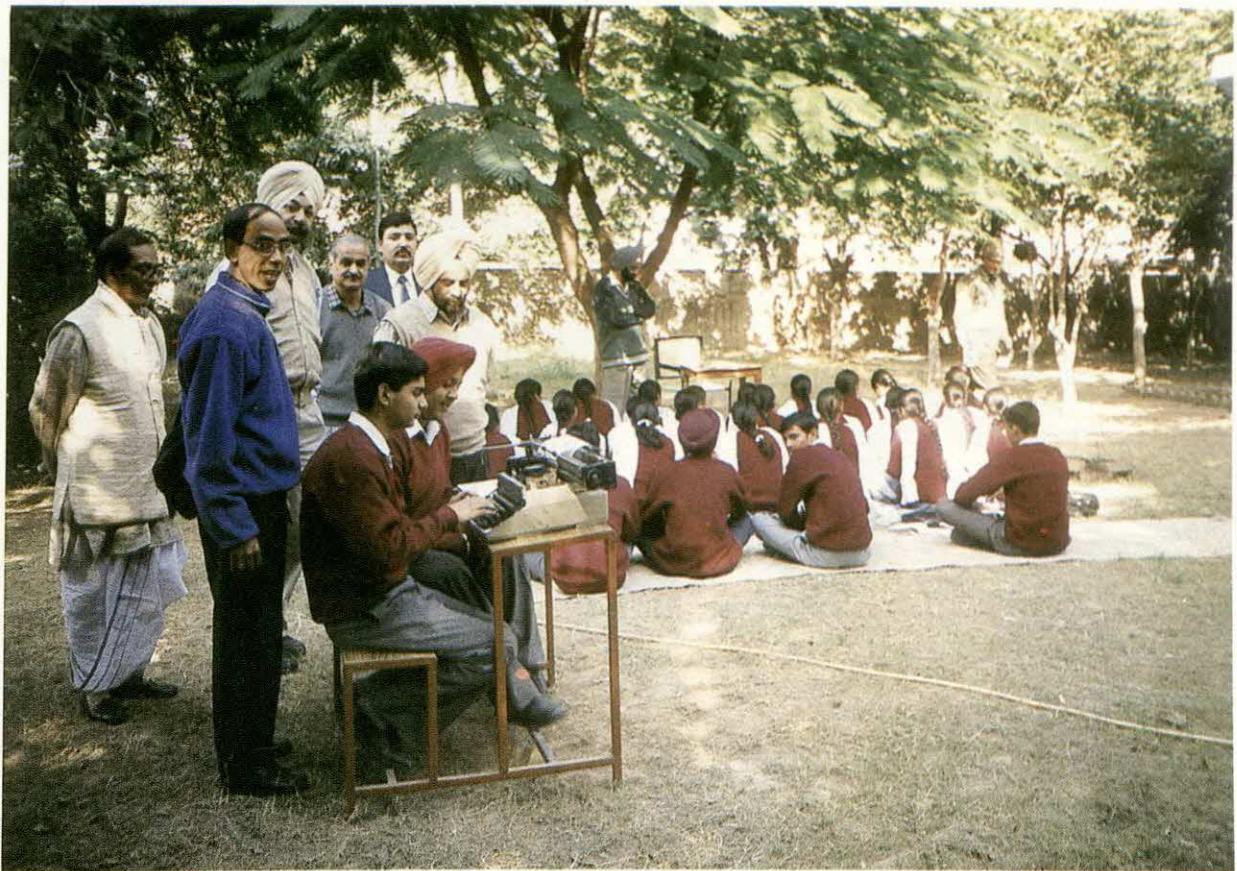
Chairman and Member-Secretary discussing a point with *Sri Kanti Biswas*, Hon'ble Minister, School Education



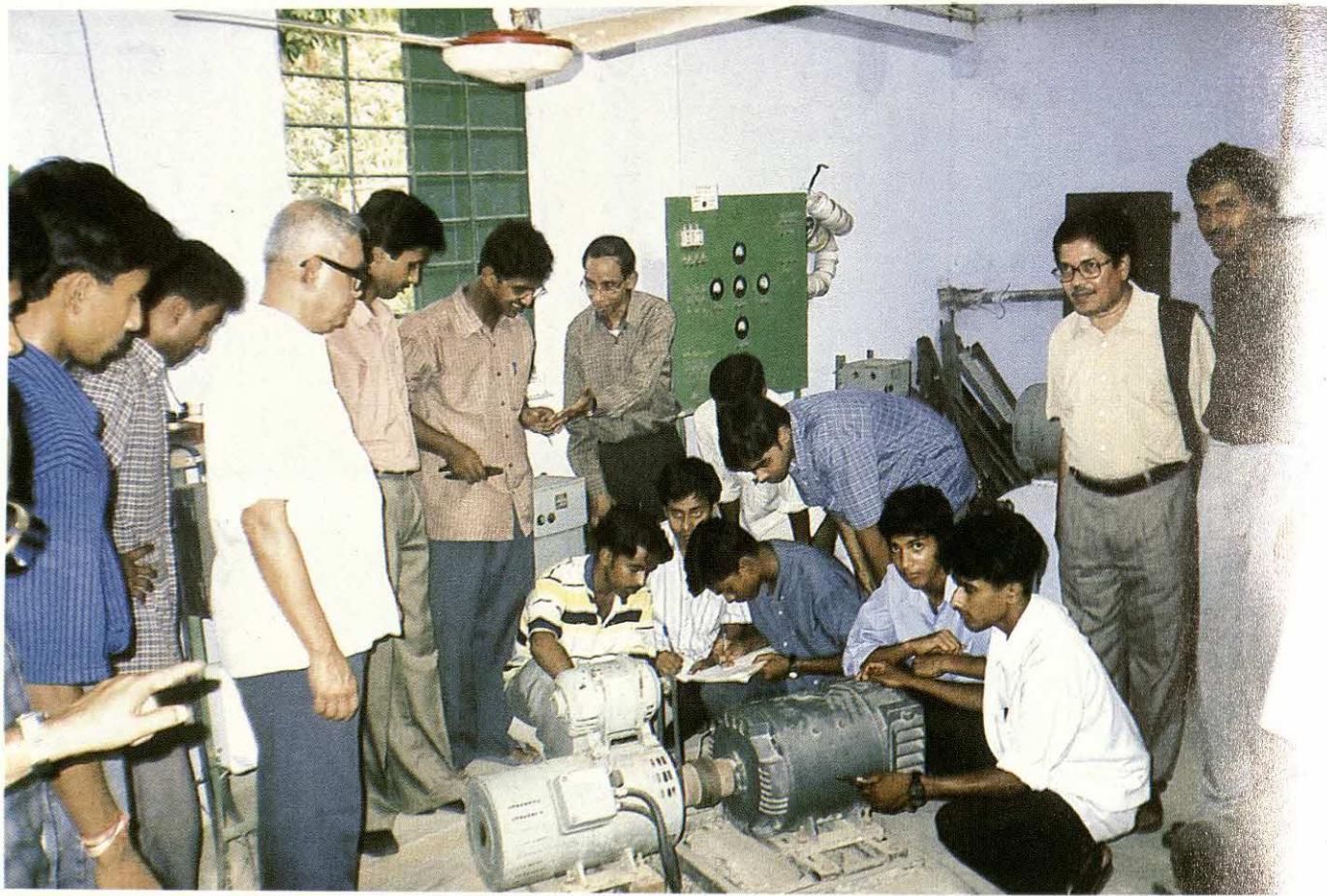
Members of the Committee received by The Chairman and Secretary of I.C.S.E, New Delhi



The budding citizens in a girls' school at Howrah, West Bengal



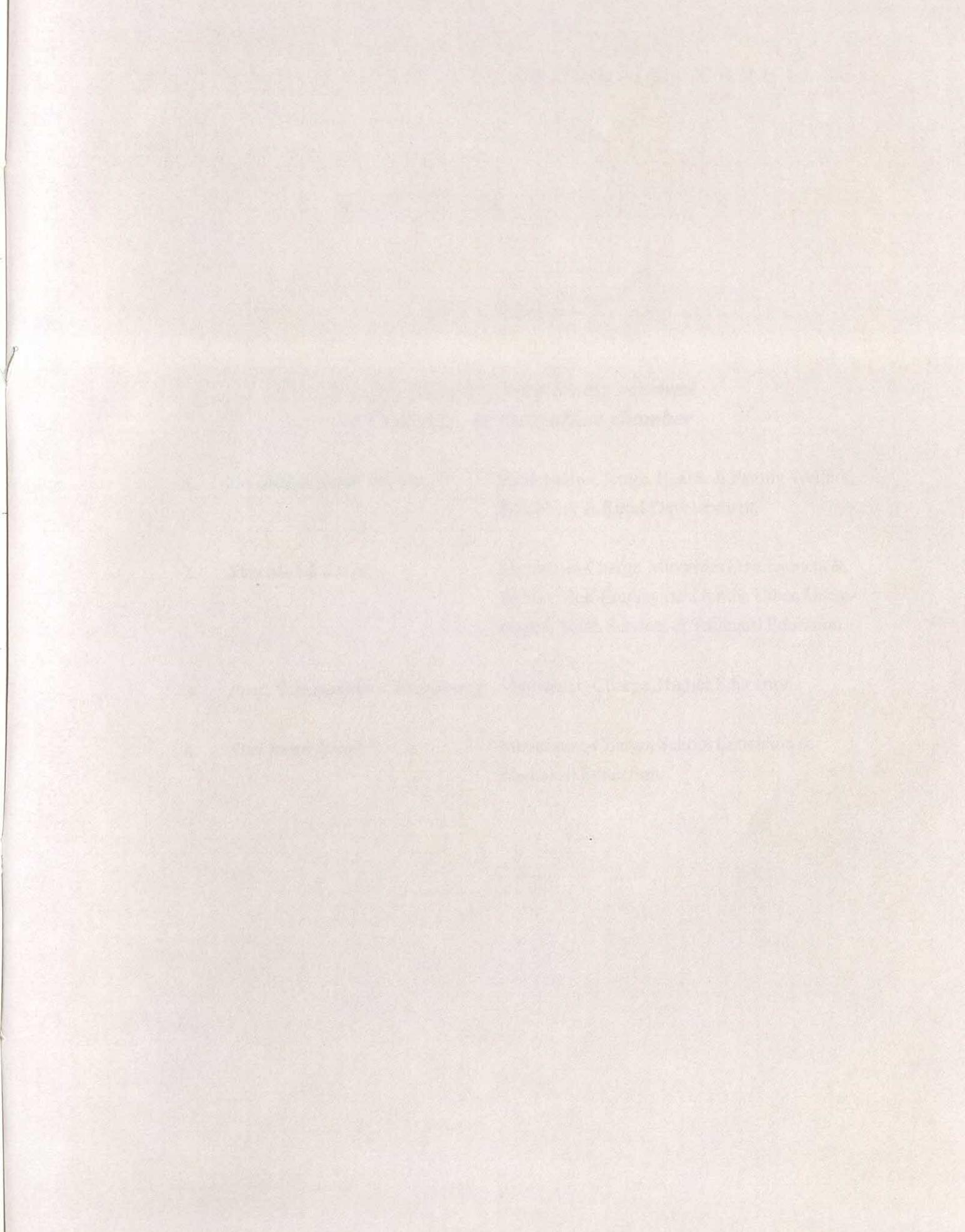
Vocational Class On Secretarial Course, Punjab



Members among students at a vocational workshop at Narendrapur, West Bengal



The Committee's office at work



A P P E N D I C E S

APPENDIX - 1

*Hon'ble Ministers who kindly received
the Committee at their office chamber*

1. ***Dr. Surjya Kanta Mishra*** Minister-in-Charge, Health & Family Welfare, Panchayet & Rural Development.
2. ***Shri Mohd. Salim*** Minister-in-Charge, Minorities Development & Welfare, Self-Employment for the Urban Unemployed, Youth Services & Technical Education.
3. ***Prof. Satyasadhan Chakroborty*** Minister-in-Charge, Higher Education.
4. ***Shri Kanti Biswas*** Minister-in-Charge, School Education & Madrasah Education.

REPORT OF THE SCHOOL EDUCATION COMMITTEE

APPENDIX - 2

List of senior personalities whose opinions were collected at their residence / office / committee's office

1. **Dr. Pratap Chandra Chandra** Former Central Education Minister.
2. **Prof. Amlan Dutta** Former Vice-Chancellor, Visva-Bharati.
3. **Prof. Dilip Kumar Basu** Former Vice-Chancellor, Burdwan University,
Vice-Chancellor, Tripura University
4. **Prof. Ramendra Kumar Poddar** Former Vice-Chancellor, Calcutta University.
5. **Prof. Rama Prasad Das** Former Vice-Chancellor, Calcutta University.
6. **Prof. Pabitra Sarkar** Former Vice-Chancellor, Rabindra Bharati University
and at present Vice-Chairman,
West Bengal State Council of Higher Education.

REPORT OF THE SCHOOL EDUCATION COMMITTEE

APPENDIX - 3

Memoranda received in response to newspaper advertisement

1. Banglar Bratachari Samity.
2. Sab Peyechhir Asar.
3. Athletic Coaches Association of Bengal.
4. West Bengal Council of Institutes of Physical Education.
5. Saradamoyee Sishu Siksha Niketan, Kontai, Medinipur.
6. Purbachal Sanskrita Prachar Parishad.
7. Shri. Debabrata Majumdar, Reader in Physics, Raja Rammohon Roy Mahavidyalay, Khanakul, Hooghly.
8. Shri Pranab Gupta, Kolkata-36.
9. Shri Gautam Nandi, Kolkata - 65.
10. All India Science Teachers' Association.
11. Smt. Gitali Das, Asst. Teacher, Ghurni Girls' Primary School, Krishnanagar, Nadia.
12. Dr. Goutam Das, Headmaster, Haltu Arya Vidyalaya, Kolkata.
13. Smt. Pritha Banerjee, J.R.F., I.S.I., Kolkata.
14. Smt. Sudipta Pal, Asst. Engineer, Computer Centre, Howrah.
15. Shri Avijit Bishnu, Project Linked Personnel, I.S.I.
16. Moumachi Trust, Kolkata - 14.
17. Prof. Dileep Kumar Kanjilal, Principal, Sanskrit College, Kolkata.
18. Shri Gautam Kumar Kar, Headmaster, Sree Gopal Vidyamandir, Kolkata - 2.
19. Dihibagnan K.B. Roy H.S. School, Arambagh, Hooghly.
20. Shri Debkumar Das Gupta, Kolkata - 74.
21. Gourhati Nivedita Adarsha Shishu Shiksha Niketan, Gourhati, Hooghly..
22. Bakshispur Vidyasagar Shishu Shiksha Niketan, Kontai, East Medinipur

REPORT OF THE SCHOOL EDUCATION COMMITTEE

23. Faculty of Education, Department of Physical Education, University of Kalyani, Nadia.
24. Dakshin Sarada Saradamayee Sishu Siksha Niketan, Midnapur.
25. Gopalchak Sarojini Siksha Niketan, Kontai, East Medinipur.
26. Saria Bibekananda Primary School, Kontai, East Medinipur.
27. Mugberia Vidyasagar Sishu Siksha Niketan, Medinipur.
28. Shri Patha Ghosh, Naihati, 24 Parganas (North).
29. Shri Haren Chattopadhyay, Bhastara, Hooghly.
30. Shri Birendra Nath Manna, Headmaster, Bhawanipore Primary School, Hooghly.
31. Shri Amitava De.
32. Shri Nihar Kumar Basu, Retired Headmaster, Burdwan.
33. Shri Sanat Kumar Chakraborty, Hooghly.
34. Shri Prem Sagar Verma, Siliguri.
35. Shri Shri Harekrishan Naamhatta Sangha, Bankura.
36. Shri Arunkanta Bandyopadhyay, Asst. Teacher, Joyrampur, P.C. Vidyapith, Hooghly.
37. Shri Narayan Chandra Giri, 24 Parganas (South).
38. Shri Prasanta Kumar Chakraborty, Headmaster, Ramnagar Atul Vidyalaya, Hooghly.
39. Samata Parishad, Makhla, Hooghly.
40. Dr. Safayet Karim Chowdhury, Department of Physics, Brahmananda Keshab Chandra College, Kolkata
41. Jan Shikshan Sansthan, Haldia, East Medinipur.
42. Samajik Nabanirman Manch, Kolkata - 107.
43. Shri Rajkrishna Das, Retired Headmaster, Nungola, 24 Parganas (South).
44. Shri Ajoy Kumar Deb Gupta, Principal, Brahmananda Keshab Chandra College.
45. Shri Kalyan Kumar Deb, Sl. Gr. Lecturer in Physics, B.K.C. College, Kolkata.
46. Vinaya-Bhavana Chhatra Sammilani, Visva-Bharati.
47. Shri Subrata Das, Murshidabad.
48. West Bengal Retired Veterinarians' Forum, 24 Parganas (North).
49. Shri Swapan Mazumdar, 24 Parganas (North).
50. Shri Kartik Sadhukhan, 24 Parganas (North).

REPORT OF THE SCHOOL EDUCATION COMMITTEE

51. Dr. Asim Bardhan, Kolkata - 14.
52. Secondary Teachers' & Employees' Association, Kolkata - 9.
53. Shri Manash Mohan Guha, Jalpaiguri.
54. Mrs. Rama Chatterjee, Kolkata - 40.
55. Shri Alok Kumar Chowdhury, Malda.
56. Dr. Samiran Mondal, Department of Physical Education, Visva-Bharati.
57. Dr. Pulin Das, Member, European Institute for Theater Research, Barcelona, Spain.
58. Bardhaman 2000, A Social and Cultural Unit, Bardhaman.
59. Mr. Amaresh Choudhury, Ex- Asst. Teacher, Hooghly.
60. Dr. Goutam Mukherjee, Optometry Eye-clinic, Arambagh, Hooghly.
61. Shri Mathur Saha, Bardhaman.
62. Smt. Sipra Roy Chowdhury, Kolkata - 26.
63. Shri Alok Kumar Mal, Asst. Teacher Gogra Uchcha Vidyalaya, Post Kotulpur, Dist. Bankura.
64. Shri Tarak Prasad Roy.
65. Shri Sandip Bandyopadhyay.
66. Shri Kalidas De, Asst. Teacher, Asansol Ramakrishna Mission High School, Asansol.
67. Shri Subir Bandopadhyay, Kolkata - 14.
68. Shri Swapan Chakroborty, Paschim Banga Prathamik Shiksha Karmi Samiti.
69. Shri Ashish Baran Samanta, Asst. Inspector of School, (Madhyamik Siksha) Bishnupur Mahakumar.
70. Shri Sankha Karmakar, Dist. Cooch Behar.
71. Shri Manabranjan Bandopadhyay, Katwa, Burdwan.
72. Shri Surajit Roy, Kalyani University.
73. Shri Sukumar Maity, Visva- Bharati.
74. Mr. Dhruva Mukhopadhyay, Scottish Church Collegiate School.
75. Shri Prabir Das, Sreerampore, Hooghly.
76. Shri Biplob Sen Gupta, 24 Parganas.

REPORT OF THE SCHOOL EDUCATION COMMITTEE

77. Prof. Monindramohan Chakroborty, Adviser, UGC Centre of Advanced Studies on Natural Products, Kolkata.
78. Mrs. Sukla Mitra, Freelance ELT Consultant.
79. Shri Shyamaprasad Chattopadhyay, Officer, Army Educational Corps., Indian Army.
80. Dr. Goutam Mukherjee, Arambagh, Hooghly.
81. Shri Rabindranath Bhattacharya, 24 Parganas.
82. Shri Subhendu Bhattacharya, South 24 Parganas.
83. Sk. Samsher Ali, Bankura.
84. Shri Chandan Kr. Jash, Burdwan (W.B.).
85. Shri Arabindo Bera, 24 Parganas.
86. Shri Shibdas Bagchi, Kolkata.
87. Shri Sushil Kumar Mukherjee.
88. Shri Madanmohan Pramanik, Midnapore.
89. Nur Hossain Laskar, South 24 Parganas.
90. Shri Akshay Kumar Pal, Dist. Hooghly.
91. Dr. Bratin Chattopadhyay, Abanpalli, Santiniketan, West Bengal.
92. Anju Manot, Kolkata.
93. Smt. Soma Chakroborty, South 24 Parganas.
94. Smt. N Prameela, headmistress Secondary Section Andhra Association School.
95. Smt. Sikha Mukherjee, Asst. Teacher, Chirantan Vidyapith for Girls' (High).
96. Shri Dilip Kumar Dhar, Dist. Birbhum.
97. Shri Sidhartha Chakroborty, Bankura.
98. Mrs. Sumitra Roy, President, Serve.
99. Dr. Ajit Kumar Banerjee, General Secretary, Bangiya Shikshak-o-Shikshakarmi Sangha.
100. Smt. Samarpita Mazumdar, Murshidabad.
101. Shri Subrata Kumar Chowdhury, Asst. Teacher Dighari Bhasan Chandra High School, Bongaon.
102. Shri Jagadananda Kole, Asst. headmaster, Rajagram S. B. Raha Institution (H.S.), Dist. Bankura.

REPORT OF THE SCHOOL EDUCATION COMMITTEE

103. Shri Susanta Kumar De, The Young Explorers' Institute for Social Service and Youth forum.
104. Shri Anada Kishor Chatterjee, Dist. Burdwan.
105. Rtn. Himadari Ghosh Hazra, Organisation for Carrier Counceling and Guidance (as spelt by them).
106. Shri Nripendra Saha, Drama Critic, Salt Lake.
107. Shri Dinesh Saha, General Secretary, Bangiya Naba-Unmesh Prathamik, Kolkata.
108. Sk. Mahabubar Rahman, Howrah.
109. Osman Mallick, Teacher, Chitran High School, Howrah.
110. Dr. A. N. Dey, Hon. Secretary, W.B.C.I.P.E.
111. Shri Chitta Bhattacharya, Teacher, Dept. of Geology.
112. Dr. Sudhin Sen Gupta, Director, School of Environment Study.
113. Shri Samir Kumar Mazumdar, Ex-teacher, Shyambazar A. V. School.
114. Dr. D. K. Banerjee, Principal, Tribeni Tissues Vidyapith.
115. Shri Sanjoy Sekhar Ghosal.
116. Shri S.N. Chatterjee, Kolkata - 35.
117. Prof. A. K. Bhattacharyya, President, West Bengal Council of Institution of Physical Education.
118. Shri Sumanta Chowdhury, Branch Secretary, Physiology Students' Association.
119. The Director of School Education, West Bengal.
120. Shri Prakash Dhara, Reader & Head, Dept. of Human Physiology with Community Health, Vidyasagar University, West Bengal.
121. Dr. Prabir Laha, Kolkata.
122. Smt. Hena Bosu, Honorary Secretary, Society for the Visually Handicapped.
123. Dr. Dilip Mazumdar, Teacher-in-Charge, Netajinagar Vidyamandir, Kolkata - 92.
124. Netaji Birth Centenary Celebration Committee, W.B.
125. Nabam Rajya Vigyan-O- Prajukti Congress, Santiniketan - Sriniketan.
126. W.B.T.A.

APPENDIX-4

*Names of persons and organisations who came
to the Committee's office for oral deposition.*

1. ABGCTA.
2. Shri Pradip Kumar Chakraborty representing Behala Ishwar Chandra Mukta Vidyalaya.
3. Prof. Sanat Kumar Ghosh representing the Department of Education, Rabindra Bharati University.
4. Samajik Nabanirman Mancha.
5. Purbachal Sanskrita Prachar Parishad.
6. Mon Foundation.
7. Dr. Tarun Maity representing W.B.V.H.A.
8. W.B.B.P.E.
9. A.B.T.A.
10. W.B.S.S.A.
11. Physical Education Officers' and Organisers' Association, West Bengal.
12. Hooghly Institute of Technology.
13. Regional Institute of Printing Technology (Jadavpur).
14. Shri Ashis Kumar Ghosh from Joyrampur P. C. Vidyapith.
15. Shri Jatish Chandra Bir, Retired Senior Executive, C.M.C.
16. A.B.K. Samaj, W.B.
17. Smt. Bijoya Goswami, Senior Lecturer in Education, Serampore Girls' College.
18. Smt. Maya Pal.
19. Sri Bipul Ranjan Sarkar.
20. Shri Arun Chowdhury, Member, Mitra Commission (1992).
21. W. B. Council of the Institutes of Physical Education.

REPORT OF THE SCHOOL EDUCATION COMMITTEE

22. A. B. P. T. A.
23. Banglar Bratachari Samity.
24. Sab Payechhir Asar.
25. Prof. Jyoti Prakash Ghosh, President, W. B. B. P. E.
26. Prof. Jyotirmoy Mukherjee, President, W.B.C.H.S.E.
27. Prof. Dibyendu Hota, President, W.B.B.S.E.
28. Sri Shishir Ranjan Chakraborty, Retired Headmaster, Bhabataran Sarkar High School.
29. Kajla Janakalyan Samity, (met them at their place), Contai.

APPENDIX - 5(A)

Experts who helped in formulating model syllabus in Life-style Education.

1. Prof. Pranab Kumar Chakraborty	Dept. of Education, University of Calcutta.
2. Dr. Anjali Roy	Dept. of Applied Psychology, University of Calcutta.
3. Dr. Amal Kr. Chatterjee	Reader, David Hare Training College, Kolkata.
4. Prof. Gouriprosad Dutta	Rammchon College, Kolkata.
5. Dr. Arnab Chaudhury	City College, Kolkata.
6. Prof. Swapan Kr. Sarkar	Secretary, W.B.B.P.E.
7. Dr. Tushar Kanti Ghosh	Surendranath College, Kolkata.

APPENDIX - 5(B)

*Experts who helped in formulating model
syllabus in Bengali Third Language.*

1. Prof. Pabitra Sarkar	Former Vice-Chancellor, Rabindra Bharati University.
2. Prof. Krishna Bhattacharya	Department of Linguistics, University of Calcutta.
3. Prof. Nirmal Das	Retired Prof. Department of Bengali, Rabindra Bharati University.
4. Shri Dinanath Sen	Retired Teacher, Ramkrishna Mission Vidyalaya, Narendrapur.
5. Shri Lakshmi Narayan Roy	Secretary, Rabindra Mukta Vidyalaya.

APPENDIX - 6

*Experts with whom discussions was held on
Computer Literacy Programme,*

1. Prof. Ashok Ranjan Thakur	Pro Vice-Chancellor, Jadavpur University.
2. Prof. Swapan Bhattacharjee	Dept. of Computer Science, Jadavpur University.

APPENDIX - 7

A comparative study of school education in the States visited by the Committee.

TERMS OF REFERENCE NO. 1: (i) STRUCTURE OF SCHOOL EDUCATION

RAJASTHAN	PUNJAB	KERALA
Class I - V Primary	Class I - V Primary	Class I - IV Lower Primary
Class VI - VIII Upper Primary	Class VI - VIII Upper Primary	Class V - VI Upper Primary
Class IX & X Lower Secondary	Class IX & X Lower Secondary	Class VIII & X Lower Secondary
Class XI - XII Senior Secondary	Class XI - XII Senior Secondary	Class XI - XII Upper Secondary

TERMS OF REFERENCE NO. 1: (ii): STRUCTURE OF CURRICULUM AND NO. OF COMPULSORY SUBJECTS

<ul style="list-style-type: none"> (iv) Primary - Social Sciences, Sciences as integrated. (ii) Secondary - Compulsory subjects include Hindi, English, 3rd Languages, General Science, Social Studies, Elementary Maths. Additional subjects include SUPW, Art Education, Health & Physical Education. Optional subjects include one subject 2 or more optional subjects may be allowed. After passing in compulsory subjects, one may appear in one or more optional subjects. (iii) Higher Secondary - Compulsory subjects include English, Hindi, 3 Electives, Additional. 	<ul style="list-style-type: none"> Primary - Social Sciences, Sciences as integrated. (i) VI - VIII- 3 languages, Maths., General Science, Social Studies, Health & Physical Education, Drawing & Painting / SUPW / Computer - Compulsory (3rd languages - Sanskrit, Urdu, Gujarati, Sindhi, Punjabi, Tamil, Malayalam). Optional - Computer, Home Science, Agriculture, Tailoring, Needle Work, Dancing, Languages. (ii) Secondary - 3 languages, Maths., General Science, Social Studies, Health & Physical Education, Drawing & Painting / Computer / SUPW. Optional subjects include sewing & Tailoring, Home Science (Girls), Urdu, Tamil, French. (iii) Higher Secondary - Language 	<ul style="list-style-type: none"> Class I & II - Malayalam, or Language, Maths., EVS III -Language, Maths., EVS, English (no text book) IV-Malayalam or regional language, English (text book), Maths., EVS. V-VIII - Language, English, Maths., Science, Social Science (integrated), Hindi (3rd language) IX - X - (i) 3 languages viz., Malayalam, English & Hindi, (ii)Social Science - Paper - I, (50 marks) on History, Civics & Sociology. Paper II - (50marks) on Geography, Economics & Commerce. (iii) Science - 3 papers on Physics, Chemistry, Biology (50 marks each) (iv) Maths. No additional subject. XI - XII - 2 languages (English, and
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

<u>RAJASTHAN</u>	<u>PUNJAB</u>	<u>KERALA</u>
	<p>Stream- (a) Humanities, (b) Medical -Physics, Chemistry, Biology, (No Maths.), (c) Non-Medical - Pure Science plus Biology. (d) Commerce (e) Vocational.</p>	<p>one other. Four core subjects. Vocational stream - 45 courses.</p>

TERMS OF REFERENCE NO. 1: (iii) SCIENCE AND SOCIAL SCIENCE - INTEGRATED OR SEPARATE

Integrated, Class VI - X	Integrated, Class VI - X	Integrated, Class V - X (EVS upto IV)
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TERMS OF REFERENCE NO. 1: (iv) WEIGHTAGE OF PRACTICAL IN THE SCIENCE SUBJECTS:

(a) SECONDARY, (b) SENIOR SECONDARY

(a) No. (b) N.A.	(a) 30% (b) 30%	(a) No (b) Practical examinations are held.
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TERMS OF REFERENCE NO. 1: (v) SYSTEM FOLLOWED IN RESPECT OF TEXTBOOKS

Primary - Government Secondary - All subjects by Rajasthan Board. Senior Secondary - Languages (Board), All electives (W.B. pattern)	Primary & Secondary - Punjab Board Senior Secondary - Languages (Board), all electives (W.B. pattern)	Textbooks are designed by SCERT, printed by the Government. Books for classes I & II are free. Private publishers are allowed only at +2 level. There is control through approval before & after printing. SCERT is planning to publish through Government press.
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TERMS OF REFERENCE NO. 1: (vi) (a) INTRODUCTION OF CURRICULUM

(b) HOW OFTEN IS THE CURRICULUM REVISED?

(a) 2001 (b) Four years	(a) N.A. (b) Continuous external revision to make changes if necessary. 2 subjects each year.	(a) N.A. (b) N.A.
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TERMS OF REFERENCE NO. 3: (i) MEDIUM OF INSTRUCTION AT DIFFERENT LEVELS.

(i) Hindi at all stages. Linguistic minority-Urdu/ Sindhi	(i) Gurumukhi (I - XII) Linguistic minority - 1 st language Urdu allowed. English in rare cases.	(i) Malayalam, English, Tamil, Kannada (border districts)
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 3: (ii) WHETHER '3 LANGUAGE POLICY' FOLLOWED.

RAJASTHAN	PUNJAB	KERALA
Yes	Yes.	Yes.

TERMS OF REFERENCE NO. 3: (iii) LANGUAGES IN EACH STAGE BEGINNING OF ENGLISH.

III - V - 3-language package English from III. VI - VIII - 2 languages (English/Hindi), 3 rd language optional. IX - X - 3 languages. 1 st language - Hindi, 2 nd language - English. 3 rd language - Sanskrit / Gujarati / Urdu/Sindhi/Punjabi/Malayalam/Tamil. XI - XII - 1 st language - Hindi, 2 nd language - English.	IV & V - 3-language package English from I. VI - X - 3 languages, 1 st language - Gurumukhi 2 nd language - Hindi 3 rd language - English XI - XII - 2 languages (English and Gurumukhi)	I & II - Malayalam or regional language. III & IV - Malayalam or regional language, English. English begins from III, although textbooks are available from IV. V - X - Malayalam, English, Hindi. XI - XII - English & other prescribed language
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TERMS OF REFERENCE NO. 3: (iv): (a) IN WHICH CLASS IS 3RD LANGUAGE TAUGHT?

(b) IS IT COMPULSORY?

(a) Class - III (b) Yes	(a) Class - I (b) Yes	(a) Class - V (Hindi) (b) Yes
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TERMS OF REFERENCE NO. 3: (v): LANGUAGES APPROVED AS 1ST LANGUAGE

One - Hindi only. Linguistic minority - Urdu / Sindhi / English.	One - Gurumukhi Linguistic minority - Urdu / English	Malayalam, Arabic (Malayalam has to be studied as a part of 1 st language).
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TERMS OF REFERENCE NO. 3: (vi) MEDIUM OF EXAMINATION

Secondary - Hindi / English.	Mostly Gurmukhi (Urdu/English for some)	Malayalam, English.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 4: (i) WHETHER COMPUTER EDUCATION HAS BEEN INTRODUCED IN SCHOOL EDUCATION
 (a) FROM WHICH CLASS? FROM WHICH YEAR? (b) COMPULSORY OR OPTIONAL?

RAJASTHAN	PUNJAB	KERALA
(i) yes (a) IX - X Trade based, 2002 (b) Optional (XI - XII compulsory)	(i) yes (a) VI, 2000 (b) Optional - VI - XII, Electives.	(i) yes (a) VIII, 2002 - 2003. (b) Compulsory.

TERMS OF REFERENCE NO. 4: (ii) WHETHER PROVIDED IN ALL SCHOOLS, COURSEWARE.

Some schools selected by the Government. Spread out selectively. Computer Science IX onwards.	Some selected schools. Computer literacy. Computer Science (XI-XII).	In two thousand secondary schools (VIII - X). Information Technology.
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TERMS OF REFERENCE NO. 4: (iii) : IS THERE ANY SEPARATE FEE? AMOUNT.

Yes. Rs. 50/- to Rs. 60/-.	Yes, Rs. 60/- per student.	No fee.
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TERMS OF REFERENCE NO. 4: (iv) : FINANCING BY

Private agencies & schools. companies.	State Government or private with the local bodies.	Parent-Teacher Association along
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TERMS OF REFERENCE NO. 4: (v) : QUALIFICATION OF TEACHERS / INSTRUCTORS.

As per Government rules with "O" level and "A" level PG courses, etc.	MCA / PGDCA etc.	No formal qualification. Special training being provided to some teachers.
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TERMS OF REFERENCE NO. 4: (vi) : TEACHERS ON REGULAR / CONTRACT BASIS.

Contract / one extra teacher for VI - VIII.	Contract.	Regular.
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TERMS OF REFERENCE NO. 4: (vii) : REMUNERATION FOR THE TEACHERS.

Rs. 2000 - 2500/-.	Rs. 2000 - 2500/- or as regular teachers.	As regular teachers
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 4: (viii) : EMPLOYER (SCHOOL/ GOVERNMENT/ PRIVATE AGENCY)

<u>RAJASTHAN</u>	<u>PUNJAB</u>	<u>KERALA</u>
School / Private / Community.	NIIT / School (Private).	Government.

TERMS OF REFERENCE NO. 4: (ix) : WHETHER SUFFICIENT EQUIPMENT AND CONSUMABLES AVAILABLE.

No minimum supply.	Optimum.	N.A.
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TERMS OF REFERENCE NO. 4 : (x) : ANY GOVERNMENT POLICY.

In 2000 A.D.	In 2000 A.D.	All schools from 2002.
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TERMS OF REFERENCE NO. 5: (i) : STATUS OF PHYSICAL EDUCATION AND HEALTH EDUCATION AT DIFFERENT STAGES.

Compulsory (H.S. - elective)	Compulsory (elective in XI - XII)	Included in the curriculum.
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TERMS OF REFERENCE NO. 5: (ii) : WHO FRAMES THE SYLLABUS?

Rajasthan Board	Board.	Curriculum Committee.
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TERMS OF REFERENCE NO. 5: (iii) : WHETHER EXTERNAL EXAM. SUBJECT.

No (proposed to be included in external exam from 2004 in Secondary & Higher Secondary).	Upto VIII - No. IX - X - Academic subject. XI - XII - Elective subject.	No. (Internal exam.).
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TERMS OF REFERENCE NO. 5: (iv) : ANY SEX EDUCATION IMPARTED?

Yes, Population Education in Secondary & Higher Secondary. Not direct.	Yes, in Secondary & Higher Secondary Population Education part, no direct teaching, sometimes teachers discuss the problems for awareness.	It is proposed to introduce sex education in some form in schools.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 5: (v): ANY POLICY RELATING TO VALUE EDUCATION. OPINION ABOUT NCERT'S RECOMMENDATIONS.

<u>RAJASTHAN</u>	<u>PUNJAB</u>	<u>KERALA</u>
Yes, by the Board. Critical, as in West Bengal.	No such trend is there. At some stages NCERT syllabus is followed but critical, taught through different subjects, not as a separate subject.	Value to be incorporated through all subjects in the curriculum .

TERMS OF REFERENCE NO. 5: (vi) : IS RELIGION EDUCATION INCLUDED OR IMPARTED IN ANY FORM.

No unanimous view. Value emphasized - Constitutional, Historical, etc.	No unanimous view. Teaching of the main principles of all religions. No sectarian outlook.	Imparted through the life histories & teachings of religious leaders.
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TERMS OF REFERENCE NO. 5: (vii) : MEASURES TAKEN TO INculcate AESTHETIC SENSE.

All the states and the Boards include Drawing and Fine Arts/ Art Education at different stages. Each one tries to organize different forms of cultural activities in schools. Board's Circular.	As in Rajasthan.	Co-curricular activities, Projects, Cultural Programmes, etc.
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TERMS OF REFERENCE NO. 6: (i) IS VOCATIONAL EDUCATION IMPARTED AS A PART OF GENERAL EDUCATION. IF YES (i) SINCE WHEN? (ii) IN WHICH CLASS?

Pre vocational in the form of work experience - VI - VII. IX onwards - Optional. XI - XII - Elective	VI onwards (Agriculture, Computer, Cutting & Tailoring, Needle-work as SUPW). XI-XII as elective. 20 Vocational trades.	Upto VII - Vocational values. VII onwards - Vocational values found across the curriculum. After VII - (i) Technical Schools. (ii)Vocational Schools (iii) Art Schools. XI - XII (since 1983)- 45 Vocational courses.
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TERMS OF REFERENCE NO. 6: (ii) : PERCENTAGE OF ENROLMENT IN VOCATIONAL EDUCATION AT H. S.

Does not arise.	15% - 20%.	13.2%
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 6: (iii) : IS IT DECLINING? IF SO, WHY?

RAJASTHAN	PUNJAB	KERALA
Does not arise. Computer Literacy popular, lack of trained teachers, no vertical mobility, general apathy.	No. But Computer craze declining due to home and market facilities.	No.

TERMS OF REFERENCE NO. 6: (iv) : WHETHER CONDUCTED IN SAME SCHOOLS OF GENERAL EDUCATION.

No, separate institution.	Senior Secondary schools.	Same institution. There are also 375 Vocational schools.
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TERMS OF REFERENCE NO. 6: (v) : WHETHER EXAMINING BODY IS SAME

Does not arise	Yes.	N.A.
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TERMS OF REFERENCE NO. 6: (vi) : WHETHER BOTH BRANCHES ARE UNDER THE SAME SET OF REGULATIONS.

Yes. (Computer as elective subject)	Yes.	From 1988, there is a separate Directorate to look after Vocational Education.
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TERMS OF REFERENCE NO. 6: (vii) : BROAD FIELDS / SECTORS OF VOCATIONAL EDUCATION.

N.A.	Agriculture, Computer, Cutting & Tailoring, Needle Work as SUPW.	Medical Laboratory Technician (MLT), Domestic Nursing, Maintenance and operation of Bio-Medical equipments, crèche and pre-school management.
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TERMS OF REFERENCE NO. 6: (viii) : MOST POPULAR COURSE

Computer / Home Science / Commerce	Electronics, Electric, Automobiles & Garments Making.	MLT
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 6: (xi) : MAJOR WEAKNESSES OR PROBLEMS.

<u>RAJASTHAN</u>	<u>PUNJAB</u>	<u>KERALA</u>
Lack of vocational teachers, lack of infrastructure, no modernization, middle-class mentality, no proper room for computer.	Lack of optimum infrastructure, general demand for academic degree, lack of vertical mobility, no proper room for computer, no linkage with industry.	No proper curriculum, absence of proper teacher's training, lack of modernization, minimum qualification of teachers (B.Tech / B.E.), lack of placement.

TERMS OF REFERENCE NO. 6: (x) : MEASURES TAKEN TO MAKE VOCATIONAL EDUCATION MORE FRUITFUL

Only as elective and hence no serious attention been given. (Bridge course for successful candidates for training at par with academic stream).	Attention has been given in these subjects - Hotel Management, Beauty Culture, Computer.	Vocational surveys being planned by state Board of Planning & SCERT, introduction of short-term courses, increasing of awareness.
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TERMS OF REFERENCE NO. 7: (i): ANY OPEN SCHOOL.

Yes, since 1992.	Yes, since 1996.	Yes, (for H.S. level only) from 1999.
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TERMS OF REFERENCE NO. 7: (ii): PRINCIPAL TARGET GROUPS

Secondary level students as in NOS.	Senior Secondary level schools.	Dropouts of the normal system.
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TERMS OF REFERENCE NO. 7: (iii): IS EXAMINATION & CERTIFICATION BY THE SAME BOARD.

School Board's control.	School Board's initiative and control.	Yes, same examination.
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TERMS OF REFERENCE NO. 7: (iv): LEARNER'S RESPONSE.

Good. There are 350 kendras.	Around 15,000 students enrolment increasing.	20 hours in a year is required for each subject. 60% attendance is compulsory.
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TERMS OF REFERENCE NO. 7: (v): COURSE MATERIALS

Secondary Board initiates at block, district and state level as necessary.	Secondary Board's initiative (separate course materials) available through 3 instalments.	Prepared by experts of SCERT.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 7: (vi): FUNCTIONS ON HOLIDAYS
PROCEDURE FOLLOWED IN HELPING LEARNERS.

<u>RAJASTHAN</u>	<u>PUNJAB</u>	<u>KERALA</u>
No. As in NOS.	No function on holidays self-learning, etc. as NOS.	H.S. practicals conducted on holidays. Personal contact programme (teaching only).

TERMS OF REFERENCE NO. 7: (vii) : STUDY CENTRES MANAGED BY

NOS centres.	225 centres under Board's supervision. Headmasters / Principals act as coordinators.	Autonomous bodies / universities.
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TERMS OF REFERENCE NO. 7 : (viii): REGULATIONS REGARDING (a) AGE LIMIT,
(b) ENTRY QUALIFICATION, (c) CHOICE OF SUBJECTS, (d) FLEXIBILITY IN EXAMINATION.

(a) No age bar. (b) No qualification bar but mostly as NOS. (c) Hindi, English, Science, Maths., Social Science, 3 rd language. (d) 6 chances, same syllabus like Madhyamik.	(a) As under NOS-after 13+, Max. age 55 years. (b) As in NOS. (c) As under NOS. (d) Certification by the school Boards.	(a) Min. 15 years. No upper limit. (b) Secondary level examination. (c) Learner's autonomy (theoretical subjects). (d) Same examination.
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TERMS OF REFERENCE NO. 7 : (ix) : WHETHER ANY VOCATIONAL ELEMENT IS THERE.

Not yet.	Not yet.	No.
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TERMS OF REFERENCE NO. 7: (x): WHETHER SELF-SUPPORTING GRANT FROM GOVERNMENT.

School Board financing from the income & allotment.	School Board financing.	Yes. Rs.2500/- for H.S. (Science), Rs. 1000/- for H.S. (Arts & Commerce), Additional Rs.400/- for Computer lab. None.
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TERMS OF REFERENCE NO. 8: (i): SCHOOL SESSION.

July to June	April to March	1 st term - June to Aug. 2 nd term - Sept. to Dec. 3 rd term - Jan to March.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 8: (ii) : VACATION & HOLIDAY PATTERNS.

<u>RAJASTHAN</u>	<u>PUNJAB</u>	<u>KERALA</u>
Winter, X-mas, Summer, mid-term break.	Summer - 40 days. Winter.	Onam Vacation (Aug./ Sept.) 10 days. Christmas Vacation (December) 10 days. Summer Vacation - 2 months.

TERMS OF REFERENCE NO. 8: (iii): NO. OF TEACHING DAYS

230 days. Every Saturday full class.	220-230 days.	200 (5 days a week) days.
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TERMS OF REFERENCE NO. 8 : (iv) : IS THERE A COMPREHENSIVE CONTINUOUS EVALUATION.

Upto Class VIII.	Mostly no detention. 5% - 10% detention on the basis of results.	Yes.
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TERMS OF REFERENCE NO. 8: (v): IS EXTERNAL EXAM. PRESENT?
ANY WEIGHTAGE IN FINAL EXAM.

Yes., 10% at Half-yearly. Performance added in X & XII final results.	Yes., Under CCE upto XII. 20% in activity subjects.	Yes., Weightage in final exam is being contemplated.
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TERMS OF REFERENCE NO. 8: (vi): THE STAGE AT WHICH EXTERNAL EXAM. TAKES PLACE.

After class V, VIII, X, XII (4 external exam.)	Class V, X & XII.	Secondary stage, H.S.
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TERMS OF REFERENCE NO. 8: (vii): THE STAGE AT WHICH
"NO DETENTION POLICY" IS FOLLOWED.

Upto III.	Mostly no detention in class I	Classes I & II.
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TERMS OF REFERENCE NO. 8: (viii): HAS GRADING SYSTEM BEING INTRODUCED?

Grade in activity subjects- primary to X.	Activity subjects - Class I.	No, under contemplation.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 8: (ix): NO. OF EXAMINEES AT SECONDARY & H.S. EXAMS.

<u>RAJASTHAN</u>	<u>PUNJAB</u>	<u>KERALA</u>
Nearly 5,38,409 - in M.P. 2,74,970 - in H.S.	In Secondary - 5.2 lakhs. In Senior Secondary - 3.4 lakhs.	Secondary - 5 lakhs. Higher Secondary - 1.25 lakhs.

TERMS OF REFERENCE NO. 8: (x): TYPE OF EVALUATION.

Spot evaluation	Spot evaluation.	Central / Camp.
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TERMS OF REFERENCE NO. 8: (xi): AVERAGE TIME TAKEN TO PUBLISH THE RESULT.

77 days for X. 45-57 days for XII	2-3 months.	SSLC - 2 months. H.S. - 40 days.
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TERMS OF REFERENCE NO. 8: (xii): PROVISION FOR RE-EXAMINATION.

No re-examination system (to see marked answer scripts fee Rs. 500/- only)	Re-examination.	Re-evaluation allowed for everyone on payment of fees.
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TERMS OF REFERENCE NO. 8: (xiii): SCHOOL COMPLEX.

Yes.	Yes.	Some areas.
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TERMS OF REFERENCE NO. 1: (i) STRUCTURE OF SCHOOL EDUCATION

<u>KARNATAKA</u>	<u>TAMILNADU</u>	<u>MAHARASHTRA</u>
Class I - IV Primary Class V - X Secondary Class XI - XII Higher Secondary	Class I - V Primary, Class I - VIII elementary VI - X - Secondary Class IX & X Secondary Class XI - XII Higher Secondary	Class I - V Primary Class VI - VIII Upper Primary Class IX & X Secondary Class XI - XII Higher Secondary

TERMS OF REFERENCE NO. 1: (ii): STRUCTURE OF
CURRICULUM AND NO. OF COMPULSORY SUBJECTS

Class I - IV - One language only, 2 nd language. English as compulsory from class III from next session.	Class I - II- Mother tongue; Maths., EVS.	Class I-V - M.T., E V S, Mathemat- ics, Work Experience, Arts, Physi-
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

<u>KARNATAKA</u>	<u>TAMILNADU</u>	<u>MAHARASHTRA</u>
<p>VI - X - 3 languages, (Kannarese compulsory for non-Kannadi students). IX - X- 3 languages (Kannarese, English & one other), Social Science (History, Geography, Civics & Economics), Maths. one paper, Science two papers. No additional subjects at present.</p> <p>XI - XII- 2 languages to be chosen out of 12 languages. Four core subjects; In Science Physics, Chemistry & Maths. are compulsory. Computer Science can be taken as a subject by Science & Computer students only.</p>	<p>III - VIII- Mother tongue, English, Social Science, Maths.</p> <p>IX-X - M.T., English, Science (Physics, Chemistry, Biology), Social Science (History, Geography, Civics), Mathematics.</p> <p>XI - XII - M.T., English, 4 core subjects (streamwise). Vocational courses.</p>	<p>cal & Health Education, English / Marathi / Hindi (in class IV).</p> <p>VI - VIII - Language, English / Marathi / Hindi / Hindi-Marathi composite curriculum, Science, Mathematics, Social Science, Work Experience, Art, Physical & Health Education.</p> <p>IX - X - 6 subjects (compulsory), 3 languages (Marathi, English, 3rd language), Mathematics, Science, Social Science, 5 optional school subjects.</p> <p>XI - XII - 6 subjects, 2 languages (English compulsory), 4 optional subjects streamwise (Science, Commerce, Arts, MCVC).</p> <p>Bifocal Vocational Course - One language, 3 optional subjects & one vocational subject. MCVC - 2 languages, General Foundation Course and one Vocational course.</p>

TERMS OF REFERENCE NO. 1: (iii) SCIENCE AND SOCIAL SCIENCE - INTEGRATED OR SEPARATE

Integrated, V to X	Integrated, III - X (EVS upto II) In Matriculation & Anglo Indian school examination Physical Science & Life Science are separate subjects.	Integrated VI - X (EVS upto class V).
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TERMS OF REFERENCE NO. 1 : (iv) WEIGHTAGE OF PRACTICAL IN THE SCIENCE SUBJECT:

(a) SECONDARY, (b) SENIOR SECONDARY

No.	No Practical in State Board. Matriculation & Anglo Indian School Examination - Practical examination is prescribed for science subjects only. (a) Science Subjects - 50 marks. (b) Vocational Subjects - 200 marks	N.A.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 1 : (v) SYSTEM FOLLOWED IN RESPECT OF TEXTBOOKS

<u>KARNATAKA</u>	<u>TAMILNADU</u>	<u>MAHARASHTRA</u>
Upto class X - textbooks are prepared, printed & distributed by DSERT. Class XI - XII only language groups books are prepared by DSERT. Core subject books are left to private publishers.	Manuscripts by department DTP done by Tamilnadu Text Book Corporation upto class XII. distribution through own outlets, also from corporation society.	Textbooks for subjects for classes IX - XII are prepared by the State Board and marketed by Textbook Bureau. For H.S. classes private publishers are also encouraged to publish textbooks after due approval from the Board.

TERMS OF REFERENCE NO. 1: (vi) (a) INTRODUCTION OF CURRICULUM
(b) HOW OFTEN IS THE CURRICULUM REVISED?

N.A.	N.A.	2002
N.A.	N.A.	N.A.

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TERMS OF REFERENCE NO. 3: (i) MEDIUM OF INSTRUCTION AT DIFFERENT LEVELS.

Primary level - Kannarese Secondary level - 7 languages.	Matriculation Board English.	N.A.
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TERMS OF REFERENCE NO. 3: (ii) WHETHER '3 LANGUAGE POLICY' FOLLOWED.

Yes. (Secondary level)	No.	Yes.
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TERMS OF REFERENCE NO. 3: (iii) LANGUAGES IN
EACH STAGE BEGINNING OF ENGLISH.

I-IV - only one language (Kannarese) V-X - 3 languages. XI - XII - 2 languages to be chosen out of 12 languages. English as compulsory 2 nd language from class III from next session.	I - II - M.T. III - XII - M.T. and English. English from Class III.	Secondary - 3 languages, 27 languages beside Marathi, Hindi and English. Students can opt for a State language / any Indian language / classical language / foreign language as a 3 rd language. Besides English, Marathi is compulsory for all students. XI - XII - English and one other. Beginning of English IV.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 3: (iv): (a) IN WHICH CLASS IS 3RD LANGUAGE TAUGHT?
 (b) IS IT COMPULSORY?

<u>KARNATAKA</u>	<u>TAMILNADU</u>	<u>MAHARASHTRA</u>
(a) Class - V (b) Yes	(a) N. A. (b) No	N.A. (b) Yes

TERMS OF REFERENCE NO. 3: (v): LANGUAGES APPROVED AS 1ST LANGUAGE

N.A.	<p>i) Secondary level -</p> <p>(a) State Board: Tamil, Telegu, Malayalam, Hindi, Kannada, Urdu, Gujarati, French only with proper permission.</p> <p>(b) Matriculation - Tamil, Telegu, Malayalam, Hindi, French, Sanskrit, Arabic, Urdu, Kannada.</p> <p>(c) Anglo Indian School - Tamil, Hindi, French, Malayalam & Telegu.</p> <p>(ii) Higher Secondary - Tamil, Telegu, Malayalam, Hindi, Kannada, Urdu, Gujarati, French, German, Russian.</p>	Marathi, English, Hindi, Urdu, Gujarati, Kannada, Sindhi (Arabic), Sindhi (Devnagari)
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TERMS OF REFERENCE NO. 3: (vi) MEDIUM OF EXAMINATION

N.A.	<p>(i) Secondary level - State Board any of the languages permitted under 1st language except French. Matriculation & Anglo Indian Board English only.</p> <p>(ii) H.S. - For non-language subjects question paper in Tamil & English, answering may be in Tamil, Telegu, Malayalam, Urdu, & kannada.</p>	<p>Secondary - 8 languages, namely Marathi, English, Hindi, Urdu, Gujarati, Kannada, Sindhi (Arabic), Sindhi (Devnagari).</p> <p>H.S. - 6 languages out of above 8 languages.</p>
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

**TERMS OF REFERENCE NO. 4: (i) WHETHER COMPUTER EDUCATION HAS BEEN INTRODUCED IN SCHOOL EDUCATION
(a) FROM WHICH CLASS? FROM WHICH YEAR? (b) COMPULSORY OR OPTIONAL?**

<u>KARNATAKA</u>	<u>TAMILNADU</u>	<u>MAHARASHTRA</u>
(i) yes (a) VIII (b) Optional	(i) yes (a) XI, 1999 (b) Optional	(i) yes (a) VIII, 2002. (b) Optional

TERMS OF REFERENCE NO. 4: (ii) WHETHER PROVIDED IN ALL SCHOOLS, COURSEWARE.

In one thousand schools	All Government schools; some Chennai Corporation Schools.	N.A. Information Technology.
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TERMS OF REFERENCE NO. 4:(iii): IS THERE ANY SEPARATE FEE? AMOUNT.

N.A. N.A.N.A.	Yes. Rs. 100/- for IX - X per year. Rs. 200/- for XI - XII per year.	N.A.
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TERMS OF REFERENCE NO. 4:(iv): FINANCING BY

Government.	Government through ELCOT, also private agencies.	N.A.
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TERMS OF REFERENCE NO. 4:(v): QUALIFICATION OF TEACHERS / INSTRUCTORS.

B.E. in Computer Science or Diploma.	N.A.	N.A.
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TERMS OF REFERENCE NO. 4: (vi): TEACHERS ON REGULAR / CONTRACT BASIS.

Contract.	Contract.	N.A.
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TERMS OF REFERENCE NO. 4: (vii) : REMUNERATION FOR THE TEACHERS.

Rs. 2000 to 3000/-.	Variable	N.A.
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**TERMS OF REFERENCE NO. 4: (viii) :EMPLOYER
(SCHOOL / GOVERNMENT / PRIVATE AGENCY)**

Private agencies.	Government through ELCOT.	N.A.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 4: (ix) : WHETHER SUFFICIENT EQUIPMENT AND CONSUMABLES AVAILABLE.

<u>KARNATAKA</u>	<u>TAMILNADU</u>	<u>MAHARASHTRA</u>
N.A.	10 computers per school.	N.A.

TERMS OF REFERENCE NO. 4: (x) : ANY GOVERNMENT POLICY.

N.A.	It is proposed that 5 teachers including the Headmaster to be imparted training in Computer Science education, in every Government H.S. Schools (2002-2003).	2002-2003.
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TERMS OF REFERENCE NO. 5: (i) : STATUS OF PHYSICAL EDUCATION AND HEALTH EDUCATION AT DIFFERENT STAGES.

Included in the Curriculum. No external exam.	In school curriculum, no exam. Upto X 2 periods per week are provided to physical edu., yoga is also taught. Mass drills on Fridays in all schools. Annual Sports Competitions are organised. Health camps conducted by Primary Health Centres.	S.S.C. - Physical and health education studied as optional subject and continuously assessed internally.
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TERMS OF REFERENCE NO. 5: (ii) : WHO FRAMES THE SYLLABUS?

DSERT	N.A.	The Board, based on NPE 1986.
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TERMS OF REFERENCE NO. 5: (iii) : WHETHER EXTERNAL EXAM. SUBJECT.

No.	No examination, no grades.	No, continuous internal assessment by the schools and grades awarded.
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TERMS OF REFERENCE NO. 5: (iv) : ANY SEX EDUCATION IMPARTED?

Adolescent Education instead of sex education has been started in a few institutions.	Sex education not included in the curriculum. But doctors from the Primary Health Centres impart such training.	N.A.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

**TERMS OF REFERENCE NO. 5: (v): ANY POLICY
RELATING TO VALUE EDUCATION.
OPINION ABOUT NCERT'S RECOMMENDATIONS.**

<u>KARNATAKA</u>	<u>TAMILNADU</u>	<u>MAHARASHTRA</u>
Contemplating to introduce a new subject namely General Education that would include value education.	No. In timetable provision is made for Arts & Crafts Education.	The ten values to be studied from class I - X are - Patriotism, National Integration, Secularism, Gender Equality, Dignity of labour, Scientific Attitude, Courtesy, Sensitive-ness, Punctuality & Neatness.

TERMS OF REFERENCE NO. 5: (vi) : IS RELIGION EDUCATION INCLUDED OR IMPARTED IN ANY FORM.

Against the inclusion of religion as a component of General Education.	Values without religion.	N.A.
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TERMS OF REFERENCE NO. 5: (vii) : MEASURES TAKEN TO INculcate AESTHETIC SENSE.

Co-curricular activities, Projects, Cultural Programmes, etc.	The National Service Schemes, Scouts & Guides, Junior Red Cross, N.C.C., etc.	Co-curricular activities, Environmental Education.
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**TERMS OF REFERENCE NO. 6: (i) IS VOCATIONAL EDUCATION IMPARTED AS A PART OF GENERAL EDUCATION.
IF YES (i) SINCE WHEN? (ii) IN WHICH CLASS?**

Generally no. Only in PU colleges (H.S.)	No. i) 1989-90. II (From class XI - XII, no pre-vocational courses).	Yes, as work experience. i) 1978-79 ii) Upto X - Work experience H.S. - a) Bifocal Vocational course (24 courses) (b) Minimum competency based vocational courses (MCVC, 30 courses)
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TERMS OF REFERENCE NO. 6: (ii) : PERCENTAGE OF ENROLMENT IN VOCATIONAL EDUCATION AT H. S.

N.A.	14% - 16%	N.A.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 6: (iii) : IS IT DECLINING? IF SO, WHY?

KARNATAKA	TAMILNADU	MAHARASHTRA
N.A.	Yes, except in some Para-medical courses; Commerce & Business.	No.

TERMS OF REFERENCE NO. 6: (iv) : WHETHER CONDUCTED IN SAME SCHOOLS OF GENERAL EDUCATION.

Yes, by separate teachers. Job-linked courses in Polytechnic institutions.	Yes.	N.A.
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TERMS OF REFERENCE NO. 6: (v) : WHETHER EXAMINING BODY IS SAME

Yes, Final exam, however, is taken on the basis of XII syllabus alone. Internal exam of 25 marks.	N.A.	N.A.
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TERMS OF REFERENCE NO. 6: (vi) : WHETHER BOTH BRANCHES ARE UNDER THE SAME SET OF REGULATIONS.

Separate Directorate.	Yes.	N.A.
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TERMS OF REFERENCE NO. 6: (vii) : BROAD FIELDS / SECTORS OF VOCATIONAL EDUCATION.

N.A.	Agriculture, Home Science, Commerce & Business, Engineering & Technology, Health, Computer Education, miscellaneous.	Technical, Agricultural, Commerce, Catering & Food Technology, Fisheries and Para-medical.
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TERMS OF REFERENCE NO. 6: (viii) : MOST POPULAR COURSE

N.A.	N.A.	N.A.
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TERMS OF REFERENCE NO. 6: (xi) : MAJOR WEAKNESSES OR PROBLEMS.

Economically handicapped students participate, villages neglected, teachers not available, courses not based on field survey, equipments or introducing new subjects, lack of awareness for job opportunities.	Skills not imparted, no proper training of teachers, needs are changing.	N.A.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 6: (x) : MEASURES TAKEN TO MAKE
VOCATIONAL EDUCATION MORE FRUITFUL

<u>KARNATAKA</u>	<u>TAMILNADU</u>	<u>MAHARASHTRA</u>
Placement of Vocational Education under such suitable men who have proper background.	N.A.	N.A.

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TERMS OF REFERENCE NO. 7: (i): ANY OPEN SCHOOL.

N.A.	Yes.	N.A.
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TERMS OF REFERENCE NO. 7: (ii): PRINCIPAL TARGET GROUPS

N.A.	Dropouts of the formal system including working adults and housewives.	N.A.
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TERMS OF REFERENCE NO. 7: (iii): IS EXAMINATION & CERTIFICATION BY THE SAME BOARD.

N.A.	N.A.	No certificate by DTERT (equivalent to SSLC certificates)
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TERMS OF REFERENCE NO. 7: (iv): LEARNER'S RESPONSE.

N.A.	Good.	N.A.
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TERMS OF REFERENCE NO. 7: (v): COURSE MATERIALS

N.A.	Self-learning modules prepared by experts (condensed version of IXth & Xth class curriculum). TN Board of Open School Education is the apex body.	N.A.
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TERMS OF REFERENCE NO. 7: (vi): FUNCTIONS ON HOLIDAYS
PROCEDURE FOLLOWED IN HELPING LEARNERS.

N.A.	Distance learning-personal contact programmes.	N.A.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 7: (vii): STUDY CENTRES MANAGED BY

<u>KARNATAKA</u>	<u>TAMILNADU</u>	<u>MAHARASHTRA</u>
Some private agencies do the job with the approval of NOS.	Study centres are managed by 29 DIETs under the control of DTERT.	N.A.

TERMS OF REFERENCE NO. 7: (viii): REGULATIONS REGARDING

- (a) AGE LIMIT, (b) ENTRY QUALIFICATION,
- (c) CHOICE OF SUBJECTS, (d) FLEXIBILITY IN EXAMINATION.

N.A.	<ul style="list-style-type: none"> (a) 15+ years (b) Pass in VIII th standard. (c) As Secondary level no choice. There are 5 subjects - Tamil, English, Maths., Science, History & Geography. (d) External exam. - max. marks 80. 	N.A.
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TERMS OF REFERENCE NO. 7: (ix): WHETHER ANY VOCATIONAL ELEMENT IS THERE.

N.A.	No.	N.A.
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TERMS OF REFERENCE NO. 7: (x): WHETHER SELF-SUPPORTING GRANT FROM GOVERNMENT.

N.A.	Yes, Reserved Fund of Rs. 5 lakhs is provided by the state.	N.A.
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TERMS OF REFERENCE NO. 8: (i): SCHOOL SESSION.

June to 10 th April. But the classes in school are suspended from 15 th March, after the annual exam. (Secondary). For H.S. 14 th June to 11 th April	1 st term - June to Sept. 2 nd term - Oct. to Dec. 3 rd term - Jan to April	N.A.
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TERMS OF REFERENCE NO. 8: (ii): VACATION & HOLIDAY PATTERNS.

For Secondary 10 days. Dassera & 50 days for summer recess. Working days 235 while in H.S., target working days are 110 (class XII only).	Dassera (10 days), Christmas (10 days), summer vacation (2 months).	N.A.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 8: (iii): NO. OF TEACHING DAYS

<u>KARNATAKA</u>	<u>TAMILNADU</u>	<u>MAHARASHTRA</u>
235 days.	200 days.	N.A.

TERMS OF REFERENCE NO. 8: (iv): IS THERE A COMPREHENSIVE CONTINUOUS EVALUATION?

N.A.	N.A.	Yes. Grade awarded in physical and health education, Work Experience, one optional subject Value Education & General Knowledge.
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TERMS OF REFERENCE NO. 8: (v): IS EXTERNAL EXAM. PRESENT? ANY WEIGHTAGE IN FINAL EXAM?

N.A.	State Board - Nil. Matriculation & Anglo Indian school exam- Internal assessment for practical Subjects. In H.S. oral exam for languages, internal exam for practical subjects.	Yes. No.
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TERMS OF REFERENCE NO. 8: (vi): THE STAGE AT WHICH EXTERNAL EXAM. TAKES PLACE.

Secondary stage & Higher Secondary stage.	Conducted before commencement of theory exam.	At the end of X & XII.
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TERMS OF REFERENCE NO. 8: (vii): THE STAGE AT WHICH “NO DETENTION POLICY” IS FOLLOWED.

Upto IV.	Not followed.	N.A.
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TERMS OF REFERENCE NO. 8: (viii): HAS GRADING SYSTEM BEING INTRODUCED?

No.	No.	Yes, in optional subjects.
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TERMS OF REFERENCE NO. 8: (ix): NO. OF EXAMINEES AT SECONDARY & H.S. EXAMS.

SSLC (M.P.). 7.4 lakhs in 2002.	March 2002 SSLC examination - 6,20,798 Matriculation exam. - 77,583. Anglo Indian exam. - 4,899. H.S. examination - 4,27,243.	SSC - 14.6 lakhs H.S. - 8.8 lakhs.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMAS OF REFERENCE NO. 8: (x): TYPE OF EVALUATION.

<u>KARNATAKA</u>	<u>TAMILNADU</u>	<u>MAHARASHTRA</u>
SSLC - Central H.S. - Camp.	Spot / Central district-wise.	H.S.- Central evaluation.

TERMS OF REFERENCE NO. 8: (xi): AVERAGE TIME TAKEN TO PUBLISH THE RESULT.

SSLC - 50 to 60 days H.S. - 35 days	45 days.	N.A.
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TERMS OF REFERENCE NO. 8: (xii): PROVISION FOR RE-EXAMINATION.

No provision for re-evaluation. SSLC - 3 member committee, charge Rs. 450/- amount is refunded if 6 or more marks are altered H.S. fee Rs.500/-.	No. provision for re-evaluation.	Yes, final in March (SSC), Feb (H.S.), re-examination in October.
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TERMS OF REFERENCE NO. 8: (xiii): SCHOOL COMPLEX.

N.A.	N.A.	N.A.
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TERMS OF REFERENCE NO. 1: (i) STRUCTURE OF SCHOOL EDUCATION

<u>C.B.S.E</u> Class I - V Primary Class VI - VIII Upper Primary Class IX & X Lower Secondary Class XI - XII Senior Secondary No rigidity prevails : Differs from state to state affiliated institutions and in foreign countries	<u>I.C.S.E. / I. S. C.</u> Same as C.B.S.E.
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TERMS OF REFERENCE NO. 1: (ii): STRUCTURE OF CURRICULUM AND NO. OF COMPULSORY SUBJECTS

(i) Primary - Social Sciences, Sciences as integrated. (ii) Upper Primary - 3 languages, Mathematics, Social Science. Science & Technology, SUPW, Physical Education, Art Education. N.B.: NCERT curriculum upto class VIII. (iii) Secondary - Compulsory - 2 languages, (one of	(i) Primary - Social Sciences, Sciences as integrated. (ii) Upper Primary - 3 languages (3 rd lang. optional, to be determined by the school any one out of the regional languages), Science, VEC, (Don Bosco type schools). Optional - Art, SUPW and Community Work, Physical Education, Edn. in Moral and spiritual values.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

<p>which will be Hindi / English).</p> <p>* One weak in English may opt for Hindi upto class X, Maths, Science & Technology, Social Science.</p> <p>Optional - Painting, Music, Home Science, Introductory IT (no pass or fail).</p> <p>(iv) Senior Secondary - 2 languages (English / Hindi) and 3 electives. Or, one language and 4 electives. [No separate streams, flexibility in choice].</p>	<p>(iii) Secondary - Compulsory -</p> <p>(a) 1st language English, 2nd language any one out of languages recognised by the Constitution, History, Civics & Geography.</p> <p>(b) Any two of the following - Economics, Com studies, Maths., Science (Physics, Chemistry, Biology), Technical Drawing, a Modern Foreign Language, a Classical Language, Computer Science, EVS, Agricultural Science.</p> <p>(c) Any one of - Computer Application, EC. Application, Com. Application, Art, Performing Art, Home Science, Cookery, Fashion Designing, Physical Edn., Yoga.</p> <p>(d) SUPW and community service (Internal Assessment).</p> <p>(e) Physical Education, Value Education (Internal Assessment).</p> <p>(iv) Higher Secondary - (Not more than 6 subjects).</p> <p>(1) English (2) All others as electives 3/4/5 subjects.</p> <p>Out of an Indian / Modern Foreign / Classical language, Literature in English, History, Pol. Sc., Geography, Sociology, Psychology, Economics, Commerce, Accounts, Business studies, Maths., Physics, Chemistry, Biology, Home Science, Fashion Designing, Electrical and Electronics. Engineering Science (not with Physics), Computer Science, Art, Music, Physical Edu, Business Math., (not with Maths), EVS, Bio-Technology, Geometrical & Building Drawing, Geometrical & Mechanical Drawing.</p> <p>3) SUPW - Internal Assessment (may be exempted in Special cases).</p>
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TERMS OF REFERENCE NO. 1: (iii) SCIENCE AND SOCIAL SCIENCE - INTEGRATED OR SEPARATE

<u>C.B.S.E</u> Integrated VI-X	<u>I.C.S.E. / I. S. C.</u> Integrated VI-X
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TERMS OF REFERENCE NO. 1 : (iv) WEIGHTAGE OF PRACTICAL IN THE SCIENCE SUBJECT: (a) SECONDARY, (b) SENIOR SECONDARY

25% - science & Home Science (Additional), 75% Music (Additional), 60% Introductory I.T. (Additional). N.A.	20% N.A.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 1: (v) SYSTEM FOLLOWED
IN RESPECT OF TEXTBOOKS

VI-VIII - Schools have freedom to select books. IX-X- No private publishing, CBSE / NCERT textbooks. XI - XII - NCERT / Private publishing	No textbook obligation by the Board. Quotation sought for each syllabus. Review of textbooks by schools. The Board reviews only if there are complaints
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TERMS OF REFERENCE NO. 1: (vi) (a) INTRODUCTION OF CURRICULUM,
(b) HOW OFTEN IS THE CURRICULUM REVISED?

October 2002. Reviewed every year by renowned experts / school teachers, etc.	September 2002. Every year. Radical change once in 5 years.
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TERMS OF REFERENCE NO. 3: (i) MEDIUM OF INSTRUCTION AT DIFFERENT LEVELS.

C.B.S.E English / Hindi at all stages.	I.C.S.E. / I. S. C. English at all stages.
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TERMS OF REFERENCE NO. 3: (ii) WHETHER '3 LANGUAGE POLICY' FOLLOWED.

Class V onwards	Yes
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TERMS OF REFERENCE NO. 3: (iii) LANGUAGES IN EACH STAGE, BEGINNING OF ENGLISH.

English from I. 3-language package from V (out of 30 languages recognised in the Constitution). No 3 rd lang in VIII. IX-X - 2 languages - Hindi, English or one. XI - XII - one language - Eng. / Hindi. (2 nd lang. option is there)	English from I I-V - All India pattern. VI-VIII - 3 languages package. 1 st lang - English, 2 nd lang - a lang. recognised by the Constitution, 3 rd lang - any regional lang. IX - X - 2 languages, 1 st language - Eng, 2 nd lang - Languages recognised by the Constitution. XI - XII - one language (English).
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TERMS OF REFERENCE NO. 3: (iv): (a) IN WHICH CLASS IS 3RD LANGUAGE TAUGHT?
(b) IS IT COMPULSORY?

Class V Yes.	Class VI (determined by school) Yes.
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TERMS OF REFERENCE NO. 3: (v): LANGUAGES APPROVED AS 1ST LANGUAGE

Mostly English (Hindi / Foreign lang. for some).	English only (Hindi for some)
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TERMS OF REFERENCE NO. 3: (vi) MEDIUM OF EXAMINATION

Mostly English (Hindi / Foreign lang. for some).	English only (Hindi for some)
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 4: (i) WHETHER COMPUTER EDUCATION HAS BEEN INTRODUCED IN SCHOOL EDUCATION (a) FROM WHICH CLASS? FROM WHICH YEAR?
 (b) COMPULSORY OR OPTIONAL?

<u>C.B.S.E</u> Yes. Below VIII (School's choice) Optional - IX & X. Introductory I.T. one of the core subject as option. Electives XI - XII. (No stream)	<u>I.C.S.E. / I.S.C.</u> Yes. I (if school desires). Compulsory Elective - IX & X. Elective XI - XII.
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TERMS OF REFERENCE NO. 4: (ii) WHETHER PROVIDED IN ALL SCHOOLS, COURSEWARE.

All schools. Computer Literacy, Computer science.	N.A. Computer Literacy, Computer science
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TERMS OF REFERENCE NO. 4:(iii): IS THERE ANY SEPARATE FEE? AMOUNT.

N.A.	N.A.
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TERMS OF REFERENCE NO. 4:(iv): FINANCING BY

Schools	Schools.
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TERMS OF REFERENCE NO. 4:(v): QUALIFICATION OF TEACHERS / INSTRUCTORS.

Diploma / Degree.	Diploma / Degree.
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TERMS OF REFERENCE NO. 4: (vi): TEACHERS ON REGULAR / CONTRACT BASIS.

Contract	Contract.
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TERMS OF REFERENCE NO. 4: (vii) : REMUNERATION FOR THE TEACHERS.

Rs. 2000 - 2500/-.. or as regular teachers.	Rs. 2000-2500/- or as regular teachers.
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TERMS OF REFERENCE NO. 4: (viii) : EMPLOYER (SCHOOL / GOVERNMENT / PRIVATE AGENCY)

School / Private.	School / Private.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 4: (ix) : WHETHER SUFFICIENT EQUIPMENTS AND CONSUMABLES AVAILABLE.

Yes.	Yes.
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TERMS OF REFERENCE NO. 4: (x) : ANY GOVERNMENT POLICY.

Initiative of schools.	Initiative of schools.
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TERMS OF REFERENCE NO. 5: (i) : STATUS OF PHYSICAL EDUCATION AND HEALTH EDUCATION AT DIFFERENT STAGES.

<u>C.B.S.E</u> Compulsory (General Foundation Course - H.S.)	<u>I.C.S.E. / I. S. C.</u> Compulsory (General Foundation Course - H.S.)
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TERMS OF REFERENCE NO. 5: (ii) : WHO FRAMES THE SYLLABUS?

Primary & Middle - NCERT. Secondary & H.S. - Board / NCERT.	Primary & Middle - NCERT. Secondary & H.S. - Board / NCERT.
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TERMS OF REFERENCE NO. 5: (iii) : WHETHER EXTERNAL EXAM. SUBJECT.

Not upto X. Yes in H. S.	Not upto X. Yes in H. S.
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TERMS OF REFERENCE NO. 5: (iv) : ANY SEX EDUCATION IMPARTED?

Yes, in Secondary & H.S. - Population Education. No direct teaching, Teachers' handbook available, one part-time counsellor is provided.	In Secondary & H.S., Health Education is taught under Hygiene subject.
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TERMS OF REFERENCE NO. 5: (v): ANY POLICY RELATING TO VALUE EDUCATION. OPINION ABOUT NCERT'S RECOMMENDATIONS.

Effort is there as a policy matter. Not as a separate subject but through different subjects and as co-curricular aspects	No, but as a form of suggestion. Taught through different subjects
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TERMS OF REFERENCE NO. 5: (vi) : IS RELIGION EDUCATION INCLUDED OR IMPARTED IN ANY FORM.

No unanimous view, teaching of the main principles of all the religions.	As in C.B.S.E.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 5: (vii) : MEASURES TAKEN TO INculcate AESTHETIC SENSE.

Drawing & Fine Arts / Art Education, Organisation of different forms of cultural activities, etc.	Same as C.B.S.E.
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TERMS OF REFERENCE NO. 6: (i) IS VOCATIONAL EDUCATION IMPARTED AS A PART OF GENERAL EDUCATION. IF YES (i) SINCE WHEN? (ii) IN WHICH CLASS?

<u>C.B.S.E</u> Consumer Education - 1997, Computer - 1992. 36 vocational subjects in XI - XII, not below XI. Pre-vocational course in the form of work experience from VI onwards.	<u>I.C.S.E. / I.S.C.</u> Work experience for VI. As compulsory subjects in IX Electives - XI-XII.
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TERMS OF REFERENCE NO. 6: (ii) : PERCENTAGE OF ENROLMENT IN VOCATIONAL EDUCATION AT H. S.

10% - 20%. Depending upon courses (Hotel Management, Beauty Culture, Textile, etc.)	General apathy. No stream XI - XII Electives.
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TERMS OF REFERENCE NO. 6: (iii) : IS IT DECLINING? IF SO, WHY?

Emphasis for academic degree and demand for white-collared jobs.	Demand for academic degree and jobs.
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TERMS OF REFERENCE NO. 6: (iv) : WHETHER CONDUCTED IN SAME SCHOOLS OF GENERAL EDUCATION.

Senior Secondary Schools.	Yes.
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TERMS OF REFERENCE NO. 6: (v) : WHETHER EXAMINING BODY IS SAME

Yes.	Yes.
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TERMS OF REFERENCE NO. 6: (vi) : WHETHER BOTH BRANCHES ARE UNDER THE SAME SET OF REGULATIONS.

Yes.	Yes.
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TERMS OF REFERENCE NO. 6: (vii) : BROAD FIELDS / SECTORS OF VOCATIONAL EDUCATION.

Hotel Management, Beauty Culture, Textile, etc.	N.A.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 6: (viii) : MOST POPULAR COURSE

Hotel Management, Beauty Culture, Textile, etc.	Computer.
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TERMS OF REFERENCE NO. 6: (xi) : MAJOR WEAKNESSES OR PROBLEMS.

Lack of infrastructure, left to school only.	As in C.B.S.E.
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TERMS OF REFERENCE NO. 6: (x) : MEASURES TAKEN TO MAKE VOCATIONAL EDUCATION MORE FRUITFUL

Left to schools, no adequate information, in XI - XII attention has been given by the Board.	As in C.B.S.E.
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TERMS OF REFERENCE NO. 7: (i): ANY OPEN SCHOOL.

<u>C.B.S.E</u> N.A.	<u>I.C.S.E / I.S.C.</u> N.A.
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TERMS OF REFERENCE NO. 7: (ii): PRINCIPAL TARGET GROUPS

N.A.	N.A.
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TERMS OF REFERENCE NO. 7: (iii): IS EXAMINATION AND CERTIFICATION BY THE SAME BOARD.

N.A.	N.A.
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TERMS OF REFERENCE NO. 7: (iv): LEARNER'S RESPONSE

N.A.	N.A.
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TERMS OF REFERENCE NO. 7: (v): COURSE MATERIALS

N.A.	N.A.
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TERMS OF REFERENCE NO. 7: (vi): FUNCTIONS ON HOLIDAYS PROCEDURE FOLLOWED IN HELPING LEARNERS

N.A.	N.A.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 7: (vii): STUDY CENTRES MANAGED BY

N.A.	N.A.
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TERMS OF REFERENCE NO. 7: (viii): REGULATIONS REGARDING (a) AGE LIMIT, (b) ENTRY QUALIFICATION, (c) CHOICE OF SUBJECTS, (d) FLEXIBILITY IN EXAMINATION.

N.A.	N.A.
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TERMS OF REFERENCE NO. 7: (ix): WHETHER ANY VOCATIONAL ELEMENT IS THERE.

N.A.	N.A.
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TERMS OF REFERENCE NO. 7: (x): WHETHER SELF-SUPPORTING GRANT FROM GOVERNMENT.

N.A.	N.A.
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TERMS OF REFERENCE NO. 8: (i): SCHOOL SESSION.

<u>C.B.S.E</u> April to March	<u>I.C.S.E./I.S.C.</u> April to March.
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TERMS OF REFERENCE NO. 8: (ii): VACATION & HOLIDAY PATTERNS.

Summer, Winter, X-mas.	Left to schools. Holidays not prescribed. Depends on location of the school.
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TERMS OF REFERENCE NO. 8: (iii): NO. OF TEACHING DAYS

230 days.	Days not prescribed.
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TERMS OF REFERENCE NO. 8: (iv): IS THERE A COMPREHENSIVE CONTINUOUS EVALUATION.

Yes, Primary to IX.	Yes, Primary to VIII and IX also.
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REPORT OF THE SCHOOL EDUCATION COMMITTEE

TERMS OF REFERENCE NO. 8: (v): IS EXTERNAL EXAM. PRESENT? ANY WEIGHTAGE IN FINAL EXAM.

Yes., V-IX, XI. School should issue separate certificate of school based evaluation. Activity based 20% at the terminal exam.	Yes. 3 rd lang. V-VIII, Arts, SUPW, Physical Edu., 20% in all subjects (Madhyamik) Internal by the school.
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TERMS OF REFERENCE NO. 8: (vi): THE STAGE AT WHICH EXTERNAL EXAM. TAKES PLACE.

V, X, XII, semester system.	V, X, XII.
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TERMS OF REFERENCE NO. 8: (vii): THE STAGE AT WHICH “NO DETENTION POLICY” IS FOLLOWED.

No detention in primary level.	No detention in primary level.
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TERMS OF REFERENCE NO. 8: (viii): HAS GRADING SYSTEM BEING INTRODUCED?

Grade in activity subjects 5 points & academic subjects (as per NCERT) - 9 points. At all stages (VI).	In all stages. Marks and grades subjectwise.
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TERMS OF REFERENCE NO. 8: (ix): NO. OF EXAMINEES AT SECONDARY & H.S. EXAMS.

In X - 5.3 lakhs. In H.S. - 3.4 lakhs.	N.A.
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TERMS OF REFERENCE NO. 8: (x): TYPE OF EVALUATION.

Spot evaluation.	Spot evaluation.
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TERMS OF REFERENCE NO. 8: (xi): AVERAGE TIME TAKEN TO PUBLISH THE RESULT.

40 - 45 days.	2 months.
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TERMS OF REFERENCE NO. 8: (xii): PROVISION FOR RE-EXAMINATION.

PPS and no re-exam.	Re-checking permitted.
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TERMS OF REFERENCE NO. 8: (xiii): SCHOOL COMPLEX.

No.	Yes.
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APPENDIX - 8

*Questionnaire Regarding
Computer Education*

TO THE HEAD OF THE INSTITUTION

1. In which year did you introduce computer education in your school ?
2. a) Did you start teaching computer in any form before it was included in the curriculum of the West Bengal Board of Secondary Education ?
b) Mention the total number of children who opted for computer education .
c) What amount of fees are collected from the students for this purpose ?
3. Who took the decision to introduce computer in your institution -
 - i. School authority
 - ii. State Government.
 - iii. West Bengal Board of Secondary Education.
 - iv. Others.
4. Students of which classes study computer science ?
5. The aim of Secondary education is to impart a broad-based General Education - Do you think that Computer education is in tune with this aim?
6. According to you , what purpose will this knowledge serve for the pupils ?
7. How much knowledge of computer do you think the students can acquire at the Madhyamik stage ?
8. Do you have necessary infrastructure for introduction of computer education in your school ?
 - i. accommodation _____
 - ii. aids and equipments _____
 - iii. teachers _____
9. Are the teachers of other subjects interested in learning computer science?

REPORT OF THE SCHOOL EDUCATION COMMITTEE

10. Is there proper facility available for the maintenance of computers in your school ?
11. Do you think that the students learning computers are moving away from other subjects specially social science ?
12. Introduction of computer education will not be possible in a large number of schools. Don't you think that under this condition disparity of opportunity will be created in the field of education ?
13. Is computer being used for different administrative jobs of the school?
14. In order to learn computer usage and application the knowledge of which of the following subjects is most important- (Bengali/English/ Mathematics/Science). Please arrange the subjects in order of importance.
15. Do you use computer as a teaching aid in your school. If so, mention the subjects and software used for teaching. Mention the subject, class, courseware .
16. What is your opinion regarding the possibilities of learning computer as a teaching aid in your school?

Name of the Head
of the institution _____

Name of the Institution _____

Date _____

REPORT OF THE SCHOOL EDUCATION COMMITTEE

*Questionnaire Regarding
Computer Education*

TO THE PUPILS OF THE INSTITUTION

1. From which class in the school are you studying computer science?
2. Did you learn about computer anywhere else before you started it here? If so, where and for how long?
3. Why are you studying computer science?
4. How will this learning be useful to you?
5. Apart from the school, do you handle computer at home or anywhere else?
6. Do you think that you will get the opportunity of handling computer after you leave school?
7. Do you think that without practice you can remember what you have learnt about computers?
8. How many hours in a day/ in a week do you get chance to use the computer?
9. Can you follow properly the lessons taught in your computer class? If not, where do you have difficulty?
 - a. In language _____
 - b. In subject matter/ content _____
 - c. Both. _____
10. Do you play games on your computer? If so, how much time do you spend in playing games?
11. Did you get the opportunity to learn the different school subjects through computer? If so, state
 - i) where _____?
 - ii) What type of courseware _____?
 - iii) Your opinion regarding the utility of the courseware _____
12. Give a brief account of all that you have learnt about computers. (Mention only the subjects/topics).
13. In order to learn computer which of the following subjects is most useful- (Bengali/ English/Mathematics/Science).

Name. _____

Class. _____

School. _____

REPORT OF THE SCHOOL EDUCATION COMMITTEE
TO THE INSTRUCTORS

1. Please mention your academic qualification
 - a) General _____.
 - b) Professional _____.
2. Please give details of your experience in the field of teaching computer science.
3. What are your specific observations on the usefulness of this computer training programme in respect of
 - a) Daily life
 - b) Further study
 - c) Job prospect
4. a) Do you find it interesting in teaching this subject?
b) Do you think that all the students can follow your instruction?
c) Does medium of instruction pose any problem for the students?
5. Do you think that basic knowledge of computer is essential at the school level ? If so, please give reasons.
6. Who is your employer?
7. What are the terms of appointment-
 - a) Tenure.
 - b) Work load.
 - c) Remuneration and its basis.
8. Are you satisfied with this job?
9. Is this your only occupation at present?

Name of the Instructor. _____

Name of the Institution. _____

APPENDIX - 9

*Questionnaire on functioning of the accredited study centres
of
Rabindra Mukta Vidyalaya*

1. Name of the study centre and address :

2. Organised by (a) School (b) Voluntary agency :

3. Date of recognition :

4. Number of students :

- a) Normal - Posing no problem.
- b) Excessive - Problems in management
- c) Very few (less than 15) - if so, What are the reasons?
Any possibility of improvement in near future?
What steps for improvement may be adopted?
- d) How often do the students attend the study centre?
- e) Are there cases of drop out? What percentage?

5. On which days and at what time does the study centre function?

6. Age-group pattern of students:

<i>Age group</i>	<i>Number</i>
within 20 years	-
between 21 and 30 years	-
between 31 and 45 years	-
above 45 years	-

7. Do you think maintaining separate time schedules is desirable for students of different age-group?

REPORT OF THE SCHOOL EDUCATION COMMITTEE

8. What are the major motivational factors for attending the study centres?
 - a) improvement of one's own potential / capabilities through learning of specific subjects.
 - b) obtaining a certificate equivalent to that of the formal stream.
 - c) attempt to improve one's own knowledge and skill for self-employment.
 - d) prospect of employment or promotion in the job market.
 - e) better fulfilment of one's own family assignments.
 - f) any other.
9. What are the major problems of the learners?
10. Assessment of the books prepared by RMV:
 - a) by the teachers.
 - b) by the students.
11. Types of assistance provided in the study centres during PCPs:
 - a) class-room teaching similar to formal schools.
 - b) individualised assistance to each learner by providing necessary explanation or attending to the queries / questions raised.
 - c) providing counselling service.
12. Whether facilities for use of educational cassettes etc. are available. Whether use of such materials would be useful for all learners.
13. Whether occasional internal examination is necessary or possible?
14. Is there scope for organising healthy cultural events with the students?
15. Is it possible to organise seminars / symposium / discussion with invited guests on issues of social awareness e.g. environment, public health, human rights, secularism etc.?
16. Do the teachers believe that quality of teaching in the open system can reach the same level as in the formal schools?
17. Comments on any other relevant issues.

REPORT OF THE SCHOOL EDUCATION COMMITTEE

ABBREVIATIONS USED

A.B.G.C.T.A.	- All Bengal Government College Teachers' Association.
A.B.T.A.	- All Bengal Teachers' Association.
A.B.P.T.A.	- All Bengal Primary Teachers' Association.
A.B.K. Samaj	- Adi Basi Kurmi Samaj.
A.I.D.S.	- Acquired Immuno Deficiency Syndrome.
B.B.C.	- British Broadcasting Corporation.
C.B.S.E.	- Central Board of Secondary Education.
C.U.	- Calcutta University.
D.O.	- Demi Official.
D.O.E.	- Department of Electronics.
D.S.E.	- Director of School Education.
E.F.A.	- Education For All.
Edn.	- Education.
E.V.S.	- Environmental Sciences.
G.D.P.	- Gross Domestic Product.
H.S.	- Higher Secondary.
I.C.S.E.	- Indian Council of Secondary Education.
I.C.T.	- Information and Communication Technology.
I.T.	- Information Technology.
J.U.	- Jadavpur University.
L.P.G.	- Liberalisation Privatisation Globalisation.
M.H.R.D.	- Ministry of Human Resource Development.
M.C.V.C.	- Minimum Competency based Vocational Courses.
M.T.	- Mother Tongue.
M.O.U.	- Memorandum of Understanding.
N.A.	- Not Available.
N.O.S.	- National Open School.

REPORT OF THE SCHOOL EDUCATION COMMITTEE

N.C.E.R.T.	- National Council of Educational Research and Training.
N.C.F.F.S.E.	- National Curriculum Framework For School Education.
N.E.P.	- National Education Policy.
N.G.O.	- Non Government Organisation.
P.C.P.	- Personal Contact Programme.
P.S.S.C.I.V.E.	- Pandit Sundarlal Sharma Central Institute of Vocational Education.
R.M.V.	- Rabindra Mukta Vidyalaya.
S.C.E.R.T.	- State Council of Educational Research and Training.
S.F.	- School Final.
S.L.M.	- Self Learning Material.
S.S.A.	- Sarva Siksha Abhijan.
S.S.L.C.	- Senior School Leaving Certificate.
S.S.C.	- School Service Commission.
S.U.P.W.	- Socially Useful Productive Work.
T.V.	- Television.
U.G.	- Under Graduate.
U.N.E.S.C.O.	- United Nation Educational Scientific and Cultural Organisation.
U.S.A.	- United States of America.
U.N.D.P.	- United Nation Development Programme.
U.N.I.C.E.F.	- United Nations International Children's Emergency Fund.
U.T.	- Union Territory.
V.E.P.	- Vocational Education Programme.
W.B.B.S.E.	- West Bengal Board of Secondary Education.
W.B.C.H.S.E.	- West Bengal Council of Higher Secondary Education.
W.B.V.H.A.	- West Bengal Voluntary Health Association.
W.B.B.P.E.	- West Bengal Board of Primary Education.
W.B.S.S.A.	- West Bengal School Sports Association.
W.B.	- West Bengal.
W.H.O.	- Word Health Organisation.
W.B.C.S.	- West Bengal Civil Service.



